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ABSTRACT

Based on a humanistic approach and on national effective schooling research findings translated into practices that were tested in actual school settings, the monograph provides elementary teachers of Indian students with techniques and information on how to deal effectively with specific situations common to Indian education. In a "how to" format, the monograph identifies situations/issues as a statement or question and then outlines applicable main ideas, specific techniques, and information. Each section concludes with a list of points to remember and a list of references. Part 1 deals with issues concerning how culture affects the Indian family and the Indian child's education. Part 2 focuses on creating environments that encourage productive Indian student behavior, emphasizing that effective classroom discipline is based on understanding the needs and goals of both the teacher and the Indian learner. Part 3 encompasses the wide range of instructional skills used to maintain an Indian student's involvement in instructional activities by first stimulating, then maintaining, student interest. Part 4 addresses daily planning and use of class time. Part 5 recognizes parents as partners with teachers and gives ideas for building cooperation between home and school. (NEC)

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EFFECTIVE PRACTICES IN INDIAN EDUCATION:
A TEACHER'S MONOGRAPH

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OVERVIEW

EFFECTIVE PRACTICES IN INDIAN EDUCATION

Indian education has made tremendous progress within the past fifteen years. Hundreds of Indians have become educators, curriculum has been developed, tribal schools have been in operation, a network of community colleges has been established, new research findings have been presented -- all as a result of a concentrated effort by educators to find solutions to the enormous problems of Indian education.

Yet, much needs to be accomplished. Far too many of our youth are not gaining an equitable education which would prepare them to become productive citizens within the Indian community or outside the Indian community. Little has been done to assist the adminstrators and teachers of the schools serving Indian students. The solutions must come from those who understand the problems best -- the Indian educators themselves.

The Indian student has been thoroughly studied, and findings have been well-documented. However, the school system, including personnel, has not had much attention. The three monographs within the "Effective Practices in Indian Education" series are the first attempt to provide the means for bringing about some positive educational changes. The monographs will assist those educators who wish to foster such changes. Titles of the three monographs are: EFFECTIVE PRACTICES IN INDIAN EDUCATION: A TEACHER'S MONOGRAPH," "A MONOGRAPH FOR USING AND DEVELOPING CULTURALLY APPROPRIATE CURRICULUM FOR AMERICAN INDIAN STUDENTS," and "A MONOGRAPH ON EFFECTIVE SCHOOL ADMINISTRATION PRACTICES IN INDIAN EDUCATION."

At one time, researchers and practitioners assumed that gathering enough information would result in an easy way to educate Indian children. We discovered, however, that Indian education is very complex, that "effective schooling" (a compendium of teacher practices which research has shown to be effective in raising the achievement of students in general) also applies to Indian education. We find that differences appear in how effective Indian education is achieved.

A major focus of the scope of work of the Research and Development for Indian Education Program (RDIEP) for the 1982-84 contract period was the identification and dissemination of effective strategies for working with Indian students and communities. We have devoted a great deal of attention to identifying educational practices which the research literature demonstrated to be positively linked to school achievement. This research clearly showed that instructional, curricular and administrative practices do exist which can improve students' academic progress. Although much of this research base involved urban minority and suburban nonminority populations, it was still felt that the findings had important ramifications for the Indian student in the rural, reservation school.

The purpose of the work undertaken by the RDIEP was twofold. First, the national effective schooling research findings were reviewed to determine their relevance to Indian Education. Second, the national effective schooling research findings were translated into specific strategies and activities which could be utilized by educators. Specifically, how could the effective schooling practices be applied in schools with substantial Indian populations? The work was intended to result in practitioner information which would be published in user's guides for teachers, curriculum specialists and administrators. These documents will serve as a free-standing practitioner's guide to the implementation of effective schooling practices in Indian communities.

These monographs are by no means a panacea. They are a result of an expressed need in Indian education. In our search for effective practices, it became apparent that a team approach is the best way to effect changes within a school. Effective education requires a schoolwide plan and schoolwide support if any success is to be realized; thus, activities in our pilot sites were carried out with schoolwide involvement.

To test the soundness of the documents as training guides, testing the specific practices in actual school settings was undertaken in 1983-1985 with five schools in the Northwest using the documents as training materials and procedures for the delivery of instruction. The training of schoolwide leadership teams in each of the three areas--teaching, administration and curriculum adaptation--began with a five-day training session, and then several one or two-day follow-up sessions devoted to staffwide training and monitoring. The training sessions were based upon the monographs which were then revised, taking into account practitioner recommendations. The present documents are the result of this effort.

Some of the information in the monographs may be "old hat" to many educators. Some widely known educational truths have been included to emphasize those common practices which have always been necessary for successful student outcomes. The monographs contain much information which applies directly to Indian students, yet is successful only in conjunction with generally accepted practices which are effective with all schools. The authors have drawn from the work of many other educators and researchers, resulting in a truly eclectic prescription.

We have had to take a critical look at some of the beliefs that Indian educators have been adhering to over the years. In some cases, those responsible for Indian education have been ignoring the obvious. Some of these beliefs, which we refer to as myths, have impeded the progress of Indian education. Some of these myths are:

- Indian parents support education.

> In reality, Indian parents are generally interested in their child getting an education, but do not support education on a participatory basis. This is why there is so much emphasis in the monographs on involving parents in the educative process.

- Indian teachers are automatically better teachers of Indians than non-Indian teachers.

  This notion does not hold true. Many of the teachers identified by research as successful are non-Indian. However, Indians have great potential to become successful teachers, because they have the cultural knowledge.

- If we present the issues of Indian education to the schools it then becomes their problem to solve.

  This hasn't worked particularly well so far. We must provide answers as well as information about issues.

- Indian students are not "disciplined" at home.

  The Indian student is generally taught to be more self-accountable; discipline tends to be handled differently in Indian cultures, but is very much in evidence.

- Indian students should not be given homework.

  Inadequate resource materials, insufficient tutoring and a host of other excuses may be offered, but in order to build good study habits and help extend the schooling into the home, homework is necessary.

- Indian students have to be eased into mainstream education.

  This is true to some extent. However, Indian educators must not try to remedy cultural conflict by watering down classes or by lowering expectations of Indian children, as has often been done in the past. These practices hinder students' progress.

Indian educators have traditionally accepted Indian traits and values as valid. A typical listing includes reverence for nature; respect for elders; giving and sharing; being nonmaterialistic, noncompetitive, group oriented, Indian time oriented and many others. It is now becoming apparent to Indian educators that these and other values attributed to Indians are often automatically glorified without really being understood. Moreover, some typical Indian values and behaviors are quite negative, and these are rarely discussed. For example, the traits of jealously, vengeance and face saving are very prominent in Indian culture and govern a great deal of Indian behavior, much to the detriment of Indians as a people. All these cultural elements have been taken into account and dealt with in the monographs.

Taking all these factors into consideration, attending to the research and bringing all identified techniques into alignment with effective education practices has been a challenge to the staff of the Research and Development Program for Indian Education. We trust that our efforts will have a major positive impact upon the education of Indian children.

Joe Coburn

EFFECTIVE PRACTICES IN INDIAN EDUCATION: A TEACHER'S MONOGRAPH

Preface

The main purpose of Effective Practices in Indian Education: A Teacher's Monograph is to help teachers of Indian children to become more knowledgable and effective in their everyday instruction and classroom management. The monograph focuses upon elementary level, but has important ramifications for all classrooms. The monograph is an outgrowth of the research base developed through the Effective Schooling movement. Instructional practices were identified from the Effective Schooling research literature which were directly linked to student achievement. Effective schooling practices are ways to make schools better places for students to learn. They are procedures, approaches and attitudes which focus the entire school on helping students reach high levels of achievement. The monograph contains effective teaching practices applicable to most school situations with emphasis on those practices needed by teachers of Indian students.

The practices that have been identified from Effective Schooling research literature which were directly linked to student achievement are:

- Leadership Practices - a concerned and active administration.
- Classroom Management Practices - a well thought out management system and a school atmosphere conducive to learning.
- Direct Instruction Practices - the organization and structure of the classroom that will improve student academic achievement, attitudes, and social behavior.
- Time Management Practices - the more time students are involved in learning activities, the more student performance will improve.
- Parent and Community Involvement Practices - are an essential element in educational programs.
- Curriculum Practices - a clear picture of what students are expected to learn and how teachers can help them learn it.
- Assessment and Evaluation Practices - schools measure how they are doing and will know how to improve or keep getting better.

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These practices were then reviewed by successful teachers of Indian students. The teachers were asked to identify specific methods for implementing these practices. The participating teachers also identified issues which any teacher coming into an Indian community should know. These issues are presented as the first section of the monograph.

In our attempt to assess the needs, educate and counsel Indian students, the importance of deep-seated cultural and social differences that characterize Indian youngsters must be considered. Indian culture has historical perspectives dating back 20,000 to 50,000 years. This influences the contemporary lives of almost all Indian people in America. Indians and non-Indians are who they are because of the cultural heritage influencing the outlook on life. A need to identify with a group or a subgroup has led to the faithful rendition of ancient customs and rituals. A culture becomes paralyzed when it is not accepted by the dominant culture, however, and coexistence is an unsatisfactory solution. Total assimilation is usually the goal of a dominant culture, and it can involve the absolute destruction of a people's ideals, tradition, and language. Indians have been fighting this battle for centuries. Some tribes are no longer identifiable because of assimilation; those languages and customs are lost forever. White or "Western" culture traditionally came from a literary or "lettered" culture while, the Indians' background lies in an oral tradition. Indians today are fighting to keep their cultures alive with their Indian languages, a part of culture most susceptible to extinction.

Many Indian students are confronted with the necessity of developing the ability to function effectively in two distinctly different sociocultural systems: One represented by the school and the other by the home. Historically, (governmental, church, and educational) endeavors in educating Indians have been to "Americanize" the Indians by teaching them the "right" values. The resulting cultural clash is the basis for many of the unnecessary ills in Indian education, resulting in a myriad of difficulties for students and for their teachers. We are advocating in this document that Indian education be of a bicultural nature.

Everyone is multicultural in a sense. We constantly shift roles. Our style of speech, dress and behavior tends to change according to the situation.

Deward Walker (1980) states:

> "In order to better eliminate stereotypes for Indian and non-Indian students alike, opportunities should be taken to note that Indian people encompass a diverse group of people who range from being very traditional in some cases to very modern in others. They live on and off reservations and still maintain their ties with their culture. There is a need to point out real life examples of Indian people who are successfully bicultural. We all need to understand that practicing traditional culture and living in the modern world are not necessarily contradictory. Indian people have developed a clear, rich, multicultural kind of existence in which they can express their "Indianness" in certain contexts and yet be quite competent with non-Indian behavior in other contexts. Culture is an ever changing phenomenon, a process rather than an end result."

Research has shown that children who can cope effectively with the demands of two sociocultural systems are also able to perform within two different cognitive styles. The Indian student has the right to remain identified with his/her home and community socialization experiences regardless of whether these experiences are ethnic, racial, cultural or social. This tells teachers that schools should actively incorporate into the educational process with equal value, status, and importance, the language, heritage, values and learning styles of the Indian child.

Many Indian students cooperate within their own family and tribe for the good of all. Many Indian children develop individual ways to integrate, to find a place in accordance with their concepts of self and life, and to assume specific roles within their group. For this reason, Indian children's relationship to the classroom group and their interaction in it deserves careful study. The group is the reality in which Indian children live.

Effective Practices in Indian Education: A TEACHER'S MONOGRAPH based on Effective Schooling Practices is presented in five parts:

Part I - What Every Teacher Teaching Indian Children Should Know deals with issues concerning how culture affects the Indian family and the Indian child's education.

Part II-Effective Classroom Management deals with creating environments that encourage productive Indian student behavior. Effective classroom discipline is based on understanding the needs and goals of both the teacher and the Indian learner.

Part III-Effective Direct Instruction Practices encompasses the wide range of instructional skills used to maintain an Indian student's involvement in instructional activities by first stimulating, then maintaining, student interest.

Part IV-Effective Time Management deals with daily planning and use of class time.

Part V-Effective Community Involvement recognizes parents as partners with the teachers in helping the students reach maximum potential. A team relationship based upon a cooperative venture between the home and school in the educational process is essential.

The *Teachers Monograph* is divided into five sections which are described in a "how to" format. We have identified situations which are particularly significant for schools educating Indian students. Each identified situation is written as a statement or question format at the top of the beginning page of each issue. Below each statement or question are two headings: Main Ideas and Specific Techniques and Information.

Many of the suggestions made throughout the monograph are based on a humanistic approach utilizing the philosophies of Dreikurs, Rogers, Maslow and Havighurst, which support and enhance Effective Schooling Practices. Although this monograph can be an aid to administrators, counselors and social workers, it's primary purpose is to provide teachers of Indian students with techniques and information on how to deal effectively with specific situations which are common to Indian Education.

General statements put forth in a monograph or guide such as this often lead people to put more faith in such statements than they deserve. The American Indian population in the United States is so diverse that any "words of wisdom" will fall short of being really useful for any given Indian child. However, by individualizing the technique for a particular situation or child, teachers will find this monograph extremely useful in the everyday teaching world.

PART ONE

WHAT EVERY TEACHER TEACHING INDIAN CHILDREN SHOULD KNOW

PART ONE

1. WHAT EVERY TEACHER TEACHING INDIAN CHILDREN SHOULD KNOW

Introduction

It is essential that teachers and schools change and respond to the needs of Indian students in terms of the development of self-esteem, cultural learning problems, teacher characteristics, and the demands of a bi-cultural world.

Indian students need a dual education system. It is essential for the schools to teach both Indian and European-American ways of learning so that Indian children can have a positive sense of identity while learning to live in the "white" world. Indians need to know about themselves and how their heritage is related to their present. In that way, they can engage in shaping their future. Indian students must have an educational system that allows them to leave the reservation, and live successfully wherever they so choose and one which allows them to learn to live successfully on the reservation if they choose.

The Pfeiffer study (1969) shows Indians can make one of five choices in dealing with another culture. They can:

- completely reject the new culture;
- completely reject their own culture;
- reject both cultures and start a new one, e.g., the Peyote Religious Sects;
- remain suspended between the two cultural systems, escaping through excessive drinking, with a high degree of anxiety; or
- participate between the two or more cultural systems, moving back and forth between them.

Quite a number of Indians are able to cope with four out of five of the choices above, although a greater number get caught between the two cultures. Dispirited by poverty, rejected by a European-American culture in which they are unwilling to compete, many Indians choose death or drink as evidenced by the fact that the Indian culture has the highest suicide rate in the nation and three times the alcoholic rate of non-Indians. We must develop a bi-cultural teaching system which instructs, prepares and permits Indian children to actively select a constructive way of living and dealing with the European-American culture. (Pepper 1976)

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1.1 WHAT SHOULD TEACHERS KNOW TO BETTER UNDERSTAND THE INDIAN COMMUNITY?

Main Ideas	Specific Techniques and Information
Look at Indian values and traits.	It would be wise to examine all that is in the traditional Indian culture as it relates to contemporary American Indian life as being a barrier to change. In their societies and religions, most Indians believe that they have values well worth preserving. One should keep in mind that no one person embodies these values totally as they are listed, but rather degrees of these values. The following values and traits have been refined and revised from a list compiled by Pepper (1976) of traditional Indian values and for counseling purposes by Vacc and Wittmer (1980), to reflect contemporary American Indian culture: The concept of sharing is a major value in family life. Family is extremely important; the extended family may include three or four generations, and the tribe and family to which one belongs provide significant meaning. Elders usually play an important part in family life. The basic worth of the individual is in terms of his/her family and tribe. Individual responsibility is only part of the total responsibility concept. Harmony and cooperative behavior are valued and encouraged. Most Indians are egalitarian and tolerant of individual differences. Acceptance of life equals harmony with the world. Nature is a part of living and is part of happenings such as death, birth and accidents. Many Indians are uninterested in technology if it threatens basic values.

1.1 WHAT SHOULD TEACHERS KNOW TO BETTER UNDERSTAND THE INDIAN COMMUNITY? (cont.)

Time is secondary in importance to people and is seen more as a natural phenomenon as mornings, nights, days, moons or seasons.

Tradition is important; it adds to the quality of life in the here-and-now.

Commitment to religion and spiritual life is important.

Generally people are judged on the basis of character first, accomplishment second.

Other traits include: jealousy, envy, and face saving.

1.1.1 UNDERSTAND THAT ALL INDIANS ARE NOT THE SAME

Main Ideas	Specific Techniques and Information
There are social and physical differences between tribes.	Teachers must realize that all Indians are not the same physically, socially or culturally. The Lummi child from Washington will not have the same physical characteristics as the Cherokee child from North Carolina; the Chippewa child from Minnesota will be socially different from the Shoshone child from Idaho, and the Blackfeet child from Montana will have a different cultural background from the Klamath child from Oregon. Within the tribal groups there will be diversity. Many Indian children are being raised within a specific tribal culture, although they may be a mix of several tribes and/or races. They are all American Indians, but their traditions and cultural values will be different in some ways.
	Deward Walker (1980) states:
In the Northwest there are three geographical areas.	The tribes in the northwestern part of the United States maintained unique cultures, which for sake of discussion may be grouped according to three geographical areas; Plains, Coast, Plateau.
	This general discussion of the three culture areas, and the values that make them distinctive, concentrates on the differences, not the similarities, of the three cultures. People tend to talk as if Indians were all the same, which they are not, nor are these culture areas the same even now.
	The Northern Plains is historically characterized by horse nomadism, a lifestyle of following a seasonal round of economic activities by way of the horse. It is also characterized by the warrior ethic, in which one's ability as a man, at least, was measured by how successful he was in war. Some anthropologists would also describe this culture in terms of religion that was a search for visions or religious ecstasy. The Northern Plains inhabitants have traditionally had large confederated tribal council groups -- much larger political units than those of the Plateau or the Northwest Coast Indians.

The Northwest Coast is thought of in terms of relatively rich fisherpeople with a host of patterns surrounding status consciousness based on property holdings and property distinctions. The Northwest Coast people can be characterized by a very rigid class distinction and a close connection between material success in life and religious virtue.

In looking at the Plateau (Eastern Washington and Oregon, all of Idaho and extreme Western Montana), which lies in between the Northern Plains (most of Montana) and the Northwest Coast (Western Washington and Oregon), one finds an area that is not so well known or so well characterized in the literature. Some anthropologists have seen the Plateau as transitional between the Plains and the Coast, but this has been shown recently to be a bit too simplistic. More recent research sees the Plateau as being only indirectly involved with either the Northern Plains or the Northwest Coast, and has shown that it formed a rather distinct set of cultures with separate values. For example, the Plateau is characterized by an economic system that is more diverse in its nature. It involved some horse nomadism, some fishing and much reliance on roots and game, all of which suggests a more generalized adaptive kind of cultural pattern. It was a diverse economic scheme, in other words, compared to the more concentrated focus on buffalo out in the Plains and on salmon on the Coast. The social organization of the Plateau is distinct from either the Plains or Northwest Coast in that it emphasized very small sized groupings, like small villages. A very strong emphasis was placed on the individual and a kind of equality of each individual, more so than in either the Plains or the Northwest Coast areas. In the Plateau, the religion was not strongly concerned with materialistic success, nor was it as oriented to religious ecstasy and vision as was the case in the Plains area.

There are, then, important differences between these three culture areas, not just harking from the traditional cultures and the difference that existed, for example, 150 years ago. Even now, certain differences exist due to the different kinds of exposures and involvement with non-Indians in the three culture areas.

There are two theories - "melting pot" and "mosaic".

There are two theories which have permeated the thinking of non-Indians and Indians about Indians. The "melting pot" theory promoted a process of assimilation and acculturation to "Americanize" the Indian so that he/she would fit into the dominant culture. Yet in the process of acculturation Indian families have not dropped their former cultural ways, rather they have added new ones or modified old ones.

The "mosiac" theory is more in keeping with the way many Indians would like things to be. The mosiac theory espouses that each ethnic group live side by side, keeping it's own ways, traditions and learning, respecting themselves and others and accepting those differences as natural and normal (Pepper 1976). Many Indian families are striving to belong and become a part of the larger world, while retaining their own uniqueness. Teachers need to know the dynamics of Indian and non-Indian relations, racism, stereotypes, poverty and acculturation factors so they can interpret or in a meaningful way translate it into the Indian child's educational program.

Culture and values influence all aspects of an Indian child's learning.

An Indian child's culture and values influence all aspects of learning. An Indian child who is exposed to both sets of values (European American and Indian) may experience some conflict and may become confused and discouraged. When confronted with a situation where a child must go against the training and values of early years, the Indian child is often caught in a downward spiral of defeat and worsening self-image which interferes with efficient school functioning. These value differences should not result in an either/or choice for the child.

Most Indians are oriented along the lines of the "X, Y, Z Indians".

All Indians are not the same as noted in contemporary American Indian life. Today's Indian may be described as having three areas or centers which are defined in terms of their relationship to the larger dominant society, and to each other, and they are referred to as X, Y, and Z Indians (Hodge, 1982). It is the pattern, direction, or form of orientation with respect to the "White" society, which sets each of the three apart from the other. No particular Indian would fit exactly the description provided of X, Y, and Z, but most Indian people are oriented along the lines of one of these three categories.

COMPARISON & CONSTRAST OF X, Y, Z INDIANS

X INDIANS	Y INDIANS	Z INDIANS
Have a long successful relationship with Whites	Are not comfortable with dominant society	Seldom see dominant society as friends or enemies. They are just there.
View the dominant world as an opportunity to gain the good things in life	Dominant society people are not to be trusted	Do not consciously seek friendship or competition with dominant society
May marry a dominant society spouse. May be seen by other Indians as Red Apples (White on the inside)	Marry Indians - do not accept dominant society spouses	Prefer Indian spouses as it strengthens and expands alliances (some marry non-Indians)
Present self to dominant society as capable to compete in all areas of work	Seek wealth, power and prestige only to gain a permanent escape from the evils of the dominant society such as arrest and imprisonment, poverty, and federal paternalism	Often leave reservation but do not want to become a part of the city slums
Use their Indianness to compete with dominant society and seek to improve their positions in it	May use their Indianness to avoid dominant society people and their dominating way of life	Express Indian identity by organizing and/or attending urban-based Indian Center activities
Reflect Western European traditions	Want to live a blend of traditional, tribal, and pan-tribal life in contradiction to dominant society values	They accept without rancor the reality of the dominant society because they can do nothing to change it. The dominant society is not often aware that they have Indians for neighbors.
Usually are middle-aged and are well educated	Lack high levels of formal education. Some have served in state or federal prisons	Avoid the militant posture of the Y Indians and see it as being wrong or foolish. Are unskilled or semi-skilled laborers.

COMPARISON & CONTRAST OF X, Y, Z INDIANS (continued)

X INDIANS	Y INDIANS	Z INDIANS
Have politically and socially prominent dominant society friends	Their heroes are the political and military leaders of the past such as Geronimo, Chief Joseph, Sitting Bull, etc.	Make frequent trips "home". Cities are places to camp in while wages are earned and while attempting to create a comfortable niche on the reservation to retire to.
May work hard, use their ability and manipulate politics to achieve their ends	Use lawyers, lobbyists, courts and communication media to gain ends	Believe they must live in a White world to obtain wages, pensions, and social security

Some ways in which X, Y, Z Indians are alike:

- All consider themselves Indian
- All have an uncoordinated, awkward, unfinished place or position in society
- Each is still in the process of defining contemporary American life
- All can be found in the same tribes, reservations, communities and families
- All participate in different ways in American society as a whole

The most important differences between Indians and non-Indians are the distinctive ways in which Native Americans relate to the larger dominant society. Most of the difficulties associated with Indian versus non-Indian are due to the turbulent, uneven, amorphous quality of Native American life and from the lack of recognition of the differences among Indians by the non-Indian observer.

*Adapted to Chart form by Floy C. Pepper from: Hodge, William H., The First Americans--Then and Now, Chapter 15, "The First Americans in the Larger Contemporary Society: The Parts and the Whole," Holt, Rinehart and Winston, New York, 1982.

1.1.2 THE TEACHER (INDIAN OR NON-INDIAN) MUST BECOME INFORMED ABOUT FAMILY AND COMMUNITY

Main Ideas

Specific Techniques and Information

Teachers need to be informed about tribal government, the Bureau of Indian Affairs (BIA), the history of the tribe(s), current social, political and economic conditions and cultural customs in order to better understand the children and their community. The teacher is not expected to be a political change agent in the community. The teacher is expected to teach, to give guidance to youngsters, to attend community activities but not become involved in community politics. Teachers should become involved in the community, thereby becoming familiar with all the factors that influence and work upon students, but not become involved with community squabbles. They should be respectful in manner, dress and action, but should not patronize the community and try not to "out Indian the Indians."

The Community

The teacher needs to be informed about the community in which he/she teaches.

There is tremendous diversity among Indian people. The Indian communities will reflect that diversity. There may be a much stronger sense of "community" on or near a reservation but urban areas, too, may contain pockets of Indian people who have similar concerns. In reservation communities it may be much easier to gather specific information about the life style and culture of the community, than it is to gather consistent information in a larger urban area. Difficult though it may be, however, the teacher is still obligated to research as much as possible in order to be able to understand the perspective of the Indian students in the classroom.

The Family

The family is the primary socialization agent of children, therefore it is the most important influence in a person's life. In order to develop and maintain their sense of identity and self-worth, most Indians operate from a psychologically cohesive family group structure that reinforces their sense of who they are. The family socializes children in its own cultural milieu, with the values of the culture imparted to the children through the significant adults and the siblings in the family. Spiritual and religious practices have traditionally been strong within most Indian families and affect the family dynamics.

Understand the concept of extended family.

The extended family is a major factor in Indian communities, which may include three or four generations in the same household. The culturally sensitive teacher must know this. American Indian family networks are structurally open and are usually extended to include grandparents, godparents, uncles and aunts, cousins, close friends and significant others in the community. Within this milieu there is a feeling of belongingness, of cooperativeness, of family and group harmony that mystifies European-Americans. Many educators cannot understand the disparity between cooperation and competition from the Indian point of view. Some educators who do not understand the extended family system, may call for the child's parents to come for a conference and may become confused when another family member shows up. Adults other than biological parents play an important role in parenting, therefore, it is important to consider them in the educational process. The extended family often serves as a major instrument of accountability. The families and expectations may maintain group solidarity through enforcement of values and behavior. In this milieu, younger people may seek social acceptance from older members of the community. All people are usually of equal social value and have inherent rights to mutual respect.

Treat Indian students and parents with equality and respect.

The concept of social equality is very pervasive within the Indian culture today. It is imperative to treat Indian children and Indian parents with equality and respect. An Indian family living in an Indian community will view itself differently from one living in an integrated or dominant society neighborhood. Such an acculturation plays a large role in a family's sense of identity.

However, teachers need to recognize the fact that there may be family feuds within the Indian tribal system. The teacher needs to take caution in grouping students so that Indian students coming from feuding families are not placed together.

Many Indians carry a burden from the past.

Time does not heal all wounds. Past events stack up, placing an ever increasing burden on past and weighing heavily on the present. Sometimes Indians treat an item as though it just happened when it may have happened 10-20-30 years ago. When conflict occurs, all the things that ever happened are listed - all the accumulated burdens and feuds of time past, on their shoulders.

1.1.3 THE TEACHER MUST UNDERSTAND THE EDUCATIONAL PHILOSOPHY OF THE INDIAN COMMUNITY

Main Ideas

Specific Techniques and Information

Recognize the educational and vocational values of the community.

Teachers need to recognize the educational and vocational values and orientation of the community. In general many Indian parents consider it important for their children to:

- understand and appreciate their heritage
- strengthen and preserve their culture
- respect Indian people and parents
- feel secure and happy
- become educated but not forget that they are Indian
- be able to hold a good job
- respect and understand themselves
- respect and get along with others

The school has a history.

Teachers need to realize that they are viewed as part of that school and part of that school's reputation. As such they have certain expectations to fulfill. The school has a history and reputation with which the teacher will be identified. It may have a reputation as a good preparatory school, a good place to learn a trade, a white collar worker's school, a blue collar worker's school, a good place for business training, etc. Teachers need to take time and effort to understand the atmosphere in which they are expected to work. They should not impose personal values on the community, but rather ask how they can best serve the needs of Indian students and the Indian community.

Teachers should also be aware that parents have a history, too. Parents want education for their child so they can function in the world but don't want the child to change.

One evening at the Indian parents' discussion meeting, Mrs. John made the following statement: "I really want my kid to get a good education. I keep telling Billy that he has to go to school and get a good education, then I expect him to come and make a better life for all of us. I don't want him to go off and not come back or to change from the kind of kid he is." This statement brought forth a great deal of discussion and several items surfaced:

- "Getting a good education" means different things to different people. To some it may mean finishing high school, to others, it means finishing college, to others it means having a highly paid job in the mainstream of the labor force. To some it may mean power - being one's own boss, being in the Tribal Council, or being the Tribal Chairman.

Parents want their children to get a good education.

- Parents want their children to go out to colleges and universities and get a good education. However, when the young adult comes back to the reservation and takes a job as a teacher, counselor or whatever, he/she goes through a testing period. These young people have been out into the "other" world and have become acquainted with the "other everything." They, with all their new knowledge, are frightening to their parents as well as frightening to their peers. Sometimes it seems as though parents and other tribal members would rather a non-Indian be in the professional positions. The young Indian adults then become angry and confused and say, "You want us to have Indian power but you won't allow us to have it."

1.1.3 THE TEACHER MUST UNDERSTAND THE EDUCATIONAL PHILOSOPHY OF THE INDIAN COMMUNITY (cont.)

Tribal governments support education.

- Tribal governments are quite verbal about Indian youngsters getting an education. However, they are hesitant to give professional jobs to tribal people returning from school, as the young adults are untried. Tribal people are also hesitant to give tribal educated people a professional salary but are prone to meet "outsiders" professional demands. Many young adults return and are too verbal and too anxious to effect change. It may also be that the tribal people are jealous and envious of the young adult's knowledge and abilities - after all, "he/she is one of us and what is good enough for us is good enough for him/her."

Teach Indian students to deal with abstract issues.

- Many Indian youngsters have the intelligence to learn. However, many don't seem to know how to integrate skills. They have the knowledge but seemingly do not have the skills or wisdom to apply or transfer their knowledge into action. The school should accept the responsibility for teaching Indian students to deal with abstract issues.

- The Indian discussion group outlined what they felt a person with a good education should have in addition to having proficiency in reading, writing and math skills:

    Able to talk and hold interest of the group
    Act fairly - see and discuss all sides of the question
    Able to generate and receive mutual respect
    Able to make unbiased decisions
    Able to sort out fact from fantasy
    Able to be creative and think
    Able to serve the needs of the group
    Know when to listen and when to act

1.2 CHARACTERISTICS NEEDED FOR TEACHERS OF INDIAN STUDENTS

Main Ideas

Specific Techniques and Information

The characteristics of the teacher more than any other single factor is significant in establishing a democratic classroom and an effective learning environment.

Express confidence and trust in the capacity of the Indian student.

The teacher needs to care for the learner in a non-possessive way, needs to show acceptance and trust and needs to have an empathetic understanding while developing a climate for self-initiated, experiential learning. The teacher needs to accept the student as an individual, having worth in his/her own right. The teacher should accept the student's occasional apathy, his/her erratic desires to explore by-roads of knowledge, and accept personal feelings, which disturb or promote learning. The teacher should "prize" the learner (Rogers, 1969), express confidence and trust in the capacity of the student, and communicate appreciation to students so they can experience a feeling of accomplishment and enhance their self-esteem.

Increase teacher rapport.

Teacher rapport with Indian students is based on the student's perceptions of the teacher as a caring, fair, courteous, friendly, and trustworthy person with no ulterior motives. The teacher should use indirect methods for criticism, impersonalizing a situation where a student might be accused of wrong-doing. The general problem can be discussed in group discussion in the presence of the offender but without personal reference to him/her. Using democratic methods in the classroom is an excellent method of solving problems and showing equality and mutual respect. Joking can be used in many delicate situations and is another way teachers can express criticism. Broad, gentle, humorous teasing is the mode, not sarcastic barbs.

Indian students often view their school work as not pertaining to their interests and needs. At this point, the teacher can help the Indian student understand the importance of mastering the skills of the European-American culture, if the student is to maintain his/her own cultural skills.

Have clear goals and objectives.

The teacher should have clear goals and objectives for student learning known by all and establish with the students clear, firm and consistent discipline. The establishment of positive social relationships and an accepting classroom atmosphere where the teacher and the students feel comfortable is the essence of an effective democratic classroom. (Pepper, 1984). We need to teach youngsters a set of inner controls and alternative behaviors that will be acceptable to society which will contribute to the youngsters own welfare and progress. We need to teach Indian youngsters that there are certain rules in life that people live by and that it is expected that they will become accustomed to these rules and adopt them for their own. The goal that needs to be kept in mind in the daily teaching of youngsters is progress toward competency in the basic skills, self-discipline and self-direction.

"Children need areas of freedom to discover the world, to express their feelings, to develop their own ideas, and to test their own self-discipline. These experiences should vary from the relatively simple to the more difficult and complex. They should provide experience in solving problems and should help to establish desired behaviors." (Dreikurs, Grunwald and Pepper, 1982).

Meet the class with a sense of equality and mutual respect.

It is important for the teacher to meet the class with a sincere belief in and an appreciation of people who are different. This requires that the teacher meet the class with mutual respect, a sense of equality and a sense of responsibility, despite all individual differences of knowledge, power and position. The teacher should envision the classroom as a community in which each citizen has a responsibility toward all other citizens.

1.2.1 THE TEACHER NEEDS A STRONG SENSE OF PERSONAL SELF-IDENTITY

Specific Techniques and Information

The teacher needs to be aware of the broad differences between his/her own culture and that of the Indian. Teachers need to understand their own motivation for teaching Indian youngsters (missionary zeal/romantic view of Indians/financial reasons).

Understand how cultural shock may affect one's behavior and beliefs.

Teachers entering Indian education may experience culture shock. The term culture shock expresses the anxiety that results from the loss of commonly perceived and understood signs and symbols of social interaction. The person experiencing culture shock, regardless of his/her customary good will and broadmindedness, often rejects the people and the environment which causes the discomfort.

The important concern about culture shock is not how it can be eliminated, but rather how its consequences can contribute to a "profound learning experience which leads to a high degree of self-awareness and personal growth. Rather than being only a disease for which adaptation is the cure, culture shock is likewise at the very heart of the cross-cultural learning experience. It is an experience in self-understanding and change." (Adler, 1972).

As a result of culture shock, the person can gain new perspectives. Cross-cultural learning experience has been defined by Adler as that which "occurs when an individual encounters a different culture and as a result:

1. examines the degree to which he/she is influenced by his/her own culture and,
2. understands the culturally derived values, attitudes and outlooks of other people."

Adler goes on to say, "The greatest shock in culture shock may not be in the encounter with another culture, but with confrontation of one's own culture and ways in which the individual is culture bound."

1.2.1 THE TEACHER NEEDS A STRONG SENSE OF PERSONAL SELF-IDENTITY (cont.)

It is not only the foreign sojourner in unfamiliar turf who is a likely victim of culture shock; any teacher whose professional obligations are carried out in a multicultural environment is also subject to the effects of culture shock.

Understand one's own identity.

The teacher of Indian youngsters or the multicultural teacher is forced on a daily basis to interact and communicate with students who represent a variety of cross-cultural values, attitudes, and behaviors. This frequent juxtaposition of values assures the inevitability of cross-cultural comparisons and contrasts, which can put under scruntiny and jeopardy the core of one's own cultural heritage and value system. The teacher is constantly having to examine one's self in the face of contrast--a situation which contributes to an understanding of one's identity as an individual placed in a particular cultural context. The teacher benefits from this experience of being made to examine one's own culture in the same way the student does.

The recognition and acceptance of culture shock as a potential push toward self-understanding and the understanding of cultural differences should be translated into new skills in the classroom.

Working in an Indian community may not be easy. Students and parents may continually test any new person entering their community. Teachers must be sensitive to this and learn to trust their own senses and observations. Indian people tend to judge people by what they do rather than by their credentials.

Have confidence in professional skills.

The teacher should have confidence in his/her professional and personal skills. If a teacher feels adequate and secure, then he/she can take failure in stride and realistically accept personal shortcomings without altering the basic self-picture.

1.2.1 THE TEACHER NEEDS A STRONG SENSE OF PERSONAL SELF-IDENTITY (cont.)

If a teacher thinks of himself/herself as intelligent, competent, honest, fair, good natured and witty, then that individual strives by every possible means to maintain and enhance this picture of self. If however, a teacher thinks of himself/herself as inferior or unworthy because he/she cannot live up to the high expectations of self or others, then that individual can interpret even the small failures that are inevitable in anyone's life as adding to the already overwhelming proof of inadequacy. A teacher needs to step back and observe what is happening. Each needs to stop, to observe and to listen. A teacher needs to "know thyself."

1.2.2 THE TEACHER SHOULD BE WARM AND ACCEPTING BUT DEMANDING

Main Ideas

Specific Techniques and Information

The teacher should be a real person; warm, trusting, accepting, enthusiastic, demanding, angry, sensitive and sympathetic. Each should accept these feelings as one's own and not impose them on students. Other teacher behavior characteristics are:

Have a positive view of Indian students.

- having a positive view of others
- being worthy in their own right
- having no ulterior motives
- using democratic classroom procedures
- having the capacity to see things as they seem to others
- seeing Indian students as capable of doing for themselves

The teacher can be demanding _after_ rapport is established.

Kleinfeld (1972) describes the "supportive gadfly" as meeting the main requirements for a teacher of Indian students. The establishment of positive social relationships and an accepting classroom atmosphere where the teacher and the students feel comfortable is the essence of an effective classroom for Indian students. After rapport and trust has been established, then the teacher can become demanding. Demands are always accompanied with a smile but the Indian child is not allowed to "shake the hook." Students are not allowed to hide behind the old role of "shy Indian" because the gadfly teacher always returns to them. The teacher's demandingness is viewed as a personal concern and the Indian student's performance usually reaches a higher standard of academic work than the students expected.

Kleinfeld (1972) says a teacher should use intense personal warmth in combination with a high level of demandingness expressed as a personal concern for the student.

Kleinfeld (1972) lists other teacher behaviors which are effective with Indian and Alaska Native students:

C.2.2 THE TEACHER SHOULD BE WARM AND ACCEPTING BUT DEMANDING (cont.)

Maintain close personal distance.	o maintain close personal distance between teacher and student - meet students with a reassuring smile o teacher at same physical level as student, (e.g. both sitting down) o touching may be used to demonstrate kindness, friendliness and nurturances. o if a student called on doesn't respond, the teacher says, "We'll come back to you," demonstrating high warmth and demandingness o demands are made after a personal relationship has developed o positive reinforcement of good behavior o indirect criticism, joshing and joking o avoid a direct stare which connotes harsh criticism to these students
Be a model for the students.	The teacher is a model and sets the stage for learning, acceptance and respect. When a teacher can create an atmosphere by being a real person, by having an empathetic understanding and by prizing the learner, he/she will find that learning is life. The Indian student will then be on his/her own way, sometimes excitedly, sometimes seemingly half-heartedly, to becoming a learning, changing human being.

1.2.3 THE TEACHER MUST HAVE HIGH EXPECTATIONS

Main Ideas

Specific Techniques and Information

Help students reach their maximum potential.

Help Indian students to "reject rejection".

The teacher needs to help Indian students achieve maximum potential as self-sustaining, well adjusted individuals. The student needs help in:

- "rejecting rejection"
- understanding personal achievement in relation to personal potential,
- identifying, understanding and solving the problems which hinder personal self-development
- recognizing personal aspirations in relation to personal traits.

Have high expectations - academically and behaviorally.

The teacher must have high expectations of all students, including the Indian student. Too often, when Indian students lag behind and/or are very quiet, the teacher lowers expectations and allows the Indian student to slip by. The Indian student becomes aware of this and gives up. They fulfill the teacher's expectation that Indians can't learn. The teacher then feels justified for having lowered expectations and the cycle is complete. Therefore, it is imperative that the teacher let the Indian student know in a positive way, that failing or inferior work is unacceptable. Bright, average and slower children all seem to improve with positive encouragement from a teacher. Teachers must show high expectations for student achievement and behavior.

Robin Butterfield (1973) was a 5th grade teacher in St. Joseph's School, Keshena, Wisconsin during the school year of 1972-1973. The following example shows how Butterfield held high expectations for her students and encouraged them to stretch and grow in a Creative Writing class.

1.2.3 THE TEACHER MUST HAVE HIGH EXPECTATIONS (cont.)

A group of 4-5th grade students' test scores averaged at least two years below grade level. The teacher, however, did not let the test scores dictate the capabilities of the students in the language arts area. She encouraged additional practice and a great deal of writing activities. As a result, the students produced a booklet of poetry, "The Flash of a Firefly." This booklet traveled with the New York Metropolitan Museum of Modern Art, special exhibit of Young Native American Children's Artwork and Poetry in 1973.

1.2.4 THE TEACHER MUST REMEMBER A TEACHER'S JOB IS TO TEACH

Main Ideas	Specific Techniques and Information
	Many Indian students are behind in grade levels by at least two or more years. This may be due in part to watered down curriculum, the lack of holding the Indian student accountable, cultural reasons, and the lack of high expectations. It is the teacher's job to present subject matter to the class and it is the student's job to learn. If the teacher is busy "counseling", grading papers, etc., then that teacher is not teaching and the student is not learning.
Give a "moment of attention" to a student who is upset/frustrated.	Many times Indian students bring to class their frustrations with other teachers, students, or sometimes their frustrations from home. How can a teacher give time and attention to a troubled student and still give direct instruction? The teacher can give "a moment of attention" to the student in an empathic tone letting the student know that the teacher will arrange time later. Teachers, quite often, are looked upon as counselors. They must know that sometimes during the day, they are going to have to "parent" some students. Time should be set aside during non-direct instruction time such as the last period before lunch, the last period of the day, etc.
	Sometimes, a teacher will spend 15-20 minutes of direct instruction time "counseling" the troubled student(s). Often this becomes a means for students to avoid classwork. They "bait" the teacher knowing the teacher's weakness and play upon it. This deprives that student, as well as the rest of the class, from receiving direct input from the teacher on the subject matter. Naturally, the teacher wants to help the student with the student's interpersonal relations but that help must not be taken out of direct instruction time.
	The teacher controls the structure and sets priorities which accommodates students' needs without neglecting learning.

1.3 UNDERSTAND THE IMPORTANCE OF HIGH SELF-ESTEEM FOR INDIAN STUDENTS

Main Ideas

Specific Techniques and Information

Understand the difference between self-esteem and self-concept.

Self-esteem is a feeling arising from a sense of self-satisfaction a person experiences when certain conditions of his/her life have been fulfilled. Self-esteem is about feeling good, feelings of personal worth, and how one values and regards oneself.

Self-concept refers to the individual's personal perceptions, his/her view of life and of him/herself. The perception of self is differentiated from but is related to life around him/her. The self-concept is composed of convictions regarding the value, worth, wholeness, competence and so on about self. While others may consider these convictions to be fallacious, they make sense to him/her at the time and underlie his/her action, (Pepper, 1976).

Reynold Bean, 1979 states "Self-esteem is related to self-concept in that it is a sense of satisfaction that a person experiences when he/she feels that:

- He/she has adequately expressed his/her self-concept in performance.
- He/she has fulfilled the personal standards associated with his/her own self-concept.
- He/she has had his/her self-concept confirmed by others.

Self-concept can be reported; self-esteem is experienced."

Behavior is goal directed.

Our responses are influenced by our experiences in the past and by our anticipation of the future. They are goal directed. We select and maintain these concepts and convictions about life. The perception of reality is developmental in that it continues to build through experience.

1.3 UNDERSTAND THE IMPORTANCE OF HIGH SELF-ESTEEM FOR INDIAN STUDENTS (cont.)

A person's beliefs, not all of them equally significant, may be divided into categories. Some beliefs are very close to the essence of the self. Other beliefs are less central and less important. Still other beliefs may be either positive or negative in value. Closely held beliefs about oneself are difficult to change. For example: being an Indian might be very close to the center of self, but could be valued negatively by the experiencing individual. One might think, "I am aware most of the time of being an Indian. Being an Indian is a central part of me. But it's not good to be an Indian."

Another belief about self is how success and failure are generalized through the system. We know that when a person's ability is important and highly rated, a failure of that ability lowers one's self-evaluation of other and seemingly unrelated abilities. Conversely, the success of an important and highly rated ability raises the self-evaluation of other abilities, (Diggory, 1966). For instance, if you think you are a good bowler and bowling is highly valued by you, repeated low scores will lower your self-esteem in seemingly other unrelated areas.

No two people hold identical beliefs about self.

And finally, the self is fully unique. Like fingerprints, no two people ever hold identical sets of beliefs about themselves, (Purkey 1970).

> Now what does all this mean in terms of working with the Indian child in school? For generations, some teachers have sensed the significant and positive relationship between a student's concept of him/herself and his/her performance in school. They believed that the students who feel good about themselves and their abilities are the ones who are most likely to succeed. It appears that Indian students who see themselves and their abilities in a negative fashion usually fail to achieve good grades. Academic success or failure appears to be as deeply rooted in concepts of the self as it is in measured mental ability, if not deeper.

Negative self-concept is primarily psychological.

It has also been found that most Indian children's negative overall self-concept is primarily psychological. The Indian's discouragement or negative self-concept is usually based on their evaluation of themself in a situation. A discouraged self-evaluation usually occurs when Indian children perceive in themselves an inability to deal adequately with a situation, and as a result, possess limited courage. They may feel fearful and doubt their ability to handle a situation. These beliefs and attitudes may influence the Indian child's future interaction with others.

Many discouraged Indian children believe that they have little possibility of solving their problems, or even of moving toward a solution. They may lack confidence and approach each challenge with the anticipation that they will perform poorly or fail. (Pepper, 1976)

Children must experience positive feelings.

Youngsters usually look to others in their lives to confirm or deny that they are important or significant. Bean and Clemes say that, in order to have high self-esteem, children must experience the positive feelings that result when they have a firm sense of:

- Connectiveness, that results when a child gains satisfaction from associations that are significant to the child, and the importance of these associations has been affirmed by others. The child has a sense of relationships. As teachers we must affirm the child's sense of connectedness by letting children know that they belong and are accepted.

- Uniqueness, that occurs when a child can acknowledge and respect the qualities or attributes that make him or her special and different, and receives respect and approval from others for these qualities. The child feels special. As teachers we must affirm the child's sense of uniqueness by letting children know that what they said or did was special.

1.3 UNDERSTAND THE IMPORTANCE OF HIGH SELF-ESTEEM FOR INDIAN STUDENTS (cont.)

- Power, that comes about through having the resources, opportunity, and capability to influence the circumstances of his/her own life in important ways. The child has a sense of accomplishment. As teachers we must affirm the child's sense of power by letting children realize they are competent and can be successful.

- Models, that reflect the child's abilities to refer to adequate human, philosophical, and operational examples that serve to help him/her establish meaningful values, goals, ideals and personal standards. The child has a sense of knowing. As teachers we must affirm the child's sense of models by letting children know that their goals and standards are appropriate and important.

Understand the difference between high and low self-esteem.

There are three Levels of Affirmation (Bean and Clemes 1979) and we can affirm any behavior a child does--whether it is appropriate or inappropriate. We do what the youngsters ask for--we make no judgment but we confirm their self-image even though it's a negative one.

LEVEL 1 -- Simple acknowledgement. "I saw what you did, I heard what you said and you know that I noticed."

LEVEL 2 -- Acceptance. "I saw what you did, I heard what you said, and you know that I understand."

LEVEL 3 -- Agreement. "I saw what you did, I heard what you said, I understand what you have said or done and it's ok. You know that I agree with you."

The following chart by Bean and Clemes lists qualities for high and low self-esteem:

High Self Esteem	Low Self-Esteem
Act independently. Will make choices and decisions about such issues as time, money, jobs, clothing, etc., and will seek friends and entertainment on his/her own.	Demean own talents. Will say, "I can't do this or that...., I don't know how...., I could never learn that."
Assume responsibility. Will act promptly and confidently, and will sometimes assume responsibility for obvious chores or needs (dishes, yard work, comforting a friend in distress) without being asked.	Avoid situations that provoke anxiety. The tolerance for stress, particularly fear, anger, or chaos-provoking circumstances, will be low.
Be proud of accomplishments. Will accept acknowledgement of achievements with pleasure and even compliment self about them now and then.	Feel that others don't value student. Will feel unsure or downright negative, about parents' or friends' support and affection.
Approach new challenges with enthusiasm. Unfamiliar jobs, new learning and activities will be interesting and will involve self confidently.	Feel powerless. Lack of confidence, or even helplessness will pervade many attitudes and actions. Will not deal forcefully with challenges or problems.
Exhibit a broad range of emotions and feelings. Will be able to laugh, giggle, shout, cry, express affection spontaneously, and in general, move through various emotions without self-consciousness.	Express a narrow range of emotions and feelings. Just a few characteristic emotions (for example), nonchalance, toughness, hysteria, sulking) will be expressed repetitively. Parents can predict which stock responses can be expected for any given situation.
Tolerate frustration well. Will be able to meet frustration with various responses (waiting through it, laughing at self, speaking up firmly, etc.) and can talk about what is frustrating.	Become defensive and easily frustrated. Will be "thin-skinned", unable to accept criticism or unexpected demands, and have excuses for non-performance.
Feel capable of influencing others. Will be confident of own impression and effect on family members, friends and even authorities, such as teachers, ministers, bosses, etc.	Be easily influenced by others. Ideas and behavior will shift frequently. Will be frequently manipulated by strong personalities.
Accepts responsibility for own actions. Realizes that sucess or failure depends upon own skills, abilities and actions.	Blame others for own weaknesses. Will rarely admit to mistakes or weakness and frequently name someone else, or unfortunate events, as the cause of difficulties.

POINTS TO REMEMBER

Teacher Characterisitcs - What Every Teacher Teaching Indian Students Should Know

1. The teacher is warm, understanding and demanding.
2. The teacher gives encouragement and psychological understanding.
3. The teacher gives positive feedback.
4. The teacher has high expectations for Indian students.
5. The teacher uses demandingness and personal concern in correcting Indian students.
6. The teacher uses indirect methods for criticism for Indian students.
7. The teacher relates to Indian students in a culturally acceptable manner.
8. The teacher discards stereotypes and supports each Indian child's growth as an individual.
9. The teacher provides a classroom atmosphere and decor that recognizes and respects Indian culture.
10. The teacher is sensitive and knowledgeable to cultural backgrounds, values and traditions of local tribe or tribes.

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PART TWO

EFFECTIVE CLASSROOM MANAGEMENT PRACTICES

Part TWO

2. EFFECTIVE CLASSROOM MANAGEMENT PRACTICES

Introduction

One of the most important aspects in setting up a classroom is to have a well thought out management system. The teacher is faced with a dilemma; maintaining an effective behavior management system and maintaining an effective academic program. However, there is no way to separate the management problem down the middle with teaching and learning on one side and discipline on the other. Classroom management is no longer defined merely as discipline, keeping order and controlling students. It's defined as an operation in which certain educational tasks are performed in a variety of settings concerning certain values, including all things involved in motivating student interest.

The specific techniques and information presented here are strategies that teachers can use to establish well-managed classrooms. One of the major goals for classroom management in teaching Indian students is establishing a climate for learning. Class management influences all other features of the classroom, behavior, direct instruction, time management, and school environment.

In attempting to understand the nature of the Indian child in the classroom, let us look at Indian child-rearing practices. For most Indian people, childhood is a time for figuring out the world and for giving full rein to curiosity by experimenting and testing, by questioning the old and trying to invent the new. For many Indian people, discipline doesn't mean something as simple and narrow as obedience. It is a process powerfully connected to an Indian child's emergence--self-discipline.

Traditional child rearing practices have been labeled by some as "permissive" in comparison to European-American society standards. This misunderstanding usually occurs because Indian child-rearing is self-exploratory rather than restrictive. Self-discipline is learned by the Indian child as a natural result of child rearing practices whereas the European-American child has to be taught self-discipline later in life. A great deal of attention may be lavished on Indian children by the large extended family.

Many traditional Indian societies believed that direct personal criticism and harsh discipline damage a child's self-image and were to be avoided. Spanking is rarely used. Even today noncorporal means of discipline are preferred, including: using facial and other gestures, ignoring, ridiculing, shaming, or withholding all praise and attention. Sibling and peer pressure continue to be important means to control behavior. Indians oppose school systems that use corporal punishment as a primary means of disciplining children.

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In certain tribes, relatives other than the natural parents--uncle (mother's brother) are responsible for disciplining a child, thereby leaving the parent free for closer, nonthreatening relationship with their children. School officials are often confused and become concerned if natural parents don't engage in the actual disciplining of their children. Criticism of another was generally communicated indirectly through another family member rather than directly as in the dominant society. Direct criticism made by a teacher or other adult, may cause a strong reaction as this is seen as rude and disrespectful behavior.

Many Indian children are trained to be self-directed and self-reliant by having the freedom to make many of their own choices and decisions. Many times this responsibility is thrust upon the child and the child becomes an unwilling participant. Some Indian children are given the freedom to explore the world about them without much parental interference. Many Indian children are trained to regard non-interference as normal. Respect for individual dignity and personal autonomy are valued and youngsters are taught not to interfere in the affairs of others. Non-interference is used to teach self-reliance and learning by natural consequences. Natural consequences provide a method for the adult to allow the child to learn from the natural order of events without the interference of the adult, (Pepper and Robinson, 1982). The child usually does not address a parent or other person unless that person has given some indication that they are willing to give their attention. The result of this is that many Indian children learn to be seen and not heard when adults are present. However, this practice of non-interference is changing and many Indian children are becoming more assertive.

European-Americans usually do not understand the concept of non-interference and sometimes attempt to pry, to give advice or involve themselves in Indian business. A conflict sometimes occurs when Indians resist and resent the involvement of outsiders in their affairs. This has some real implications in the classroom where adults may be perceived as "butting in" to the business of the student who resents the involvement of outsiders in what they perceive as their affairs -- that is, their learning tasks.

Most Indian children are taught to be modest in deed and in body. Even when one does well and achieves something, Indian youngsters may remain modest and not tell others of their accomplishment. Many Indian boys and girls may experience difficulty, embarrassment and modesty in P.E. classes in which students are required to dress down in front of others. Most Indian children are trained in cooperation. Cooperation, group harmony and the extended family are necessary for the survival of the family and the tribal group. Usually, as long as one is a member of a group, no one is singled out and placed in a position higher or lower than others. Competition gives way to cooperation and support. Public encouragement that singles out a particular individual may prove detrimental to the cohesiveness of the Indian group. However, individuals should receive private encouragement for improving and competing with self.

Arbess, 1981, states that Indian youngsters are seen as complete beings at every state of development and not as imperfect adults. They are not encouraged to be the center of attention in the presence of adults but are encouraged to be active listeners and keen observers. Some Indian youngsters show respect for their elders...and the teachings of their elders. Many Indian parents and adults use patience, recognition and affirmation of cooperative and appropriate behavior. Great respect is shown the child as a unique individual and in turn the Indian child learns to respect the uniqueness of others. Given this background of childhood training, the Indian child at the time of entering school may be: 1) self-reliant and independent, 2) cooperative and interacts competently with large numbers of culturally-similar adults and peers, 3) a creative manipulator of the real world through direct experience, 4) highly developed in the visual-spatial and kinesthetic senses, but less well-developed in initiating verbal communication.

What the Indian child may find when he/she starts school is a culturally-incongruent situation which places him/her in culture shock. The Indian child who has been raised with a tribal cultural background faces a difficult task in school, especially if he/she has no idea of what the non-Indian society or the teacher expects. He/she must first learn what is expected and meet those expectations before he/she can be accepted. Arbess also shows how the school lacks congruence with the Indian child's expectations:

	School	Native Child
1.	Authoritarian-teacher decides what goes on (control by others)	Egalitarian-child and peers decide what goes on (control by oneself)
2.	Restricts movement	Freedom of movement
3.	Individualistic	Group-oriented
4.	Competitive and performance-oriented	Cooperative or competitive in groups of peers
5.	Verbal dimension is stressed	Visual-spatial, kinesthetic stressed
6.	Linear, step by step sequence	Holistic learning
7.	Most experience is indirect	Direct experience

Effective classroom management should include the creation of a classroom atmosphere which is culturally congruent for the Indian student, one which will increase appropriate student behavior and one that creates a new culture in the classroom by pulling together the diverse cultural strands which make it up. In addition, classroom management should take into account the nature and the needs of the child and the needs of the teacher while creating a learning environment and a philosophy that responds to these needs. This brings up the question: What are the needs of teachers and students?

Teachers' needs are three-fold, Jones and Jones, 1981:

1. Teachers need the personal and professional support of their peers. They need encouragement, suggestions and expressions of personal concerns from their co-workers. Teachers need this type of support as it increases their self-esteem and helps to supply the energy they need for working with youngsters in giving guidance and leadership.
2. Teachers need supplies, materials, equipment, curriculum, and professional support from administrators and from other support personnel. They need positive feedback and constructive non-judgemental criticism and suggestions. Teachers need the support of the psychologists, instructional consultants, learning assistants, and behavioral specialists.
3. Teachers need to experience success, enjoyment in the classroom, and a feeling of professional fulfillment.

All of these needs can be met by using teaching methods that facilitate appropriate Indian student behavior and successful student achievement. Teachers, quite often, have no idea of why Indian children act as they do and tend to blame the youngsters' attitude, home-life, and previous school achievement and/or learning. Sometimes the Indian student is mis-labeled as having a poor self-concept and low I.Q. There are certain basic needs which must be met if children are to behave in a positive and productive manner.

Jones and Jones, 1981, broke Maslow's hierarchy of human needs (1968) into five main categories which highlight the key factors concerning student needs.

- Students must have their physiological needs met. These incude food, heat, shelter, and clothing. Many Indian children have health needs. They have inordinate incidences of colds, infections, cuts that need attention. They need rest and relaxation. They are also prone to have nutritional problems, diabetes, heart disease, eye disease and ear infections. More Indian children have a higher incidence of cleft palates, conductive hearing losses, and visual impairment than is normally found in other cultures. Assessment needs to be made as to possible visual or auditory deficits. Arrangement should be made for procuring glasses or hearing aides if needed. We know many Indian children do not have an adequate breakfast and therefore may not be as productive in the mornings. Encourage breakfast to be served at school or use the existing breakfast programs. The teacher should make alterations in classroom structure or procedures to respond to all of these factors.

The classroom should provide a comfortable, colorful and stimulating atmosphere. The desks and chairs should be adjusted to the right height for each child. There should be a comfortable corner, chair, or couch for relaxation. The classroom should provide a visual display of a variety of interesting and culturally related materials.

The pacing of learning activities is important for Indian students. It must be fast enough to hold their interest, but not so fast as to be frustrating. Students need frequent breaks to relieve tensions and pressures and time to reflect on what they have learned. A brief quiet period prior to class instruction is often helpful. Lunch time would be more relaxed if students could sit at a variety of small tables in small groups rather than the long tables and benches which produce tension and inspire misbehavior. Lunch time should be a time for developing and improving social and communication skills.

- The second category of students needs is safety and security safeguards. School needs to be a peaceful and successful place. Students need to be free from physical harm and abuse by peers, parents and adults. Teacher tirades are frightening experiences. Teasing by Indian peers is accepted as a "cultural characteristic," but teasing by non-Indians may result in humiliation and damage to the self-esteem of students. Students need to be free from unnecessary and unproductive psychological pressures brought on by a frustrating level of work, by too high or too low expectations of teachers, and by a low rate of positive reinforcements from teachers. Students will not feel a sense of safety and security where they have little understanding of and no control or impact over their learning environment. The quality of their learning environment is greatly improved by a high rate of positive reinforcing statements and behaviors by the teacher.

- The third and fourth level of students' needs is to experience a sense of belonging, acceptance, affection and a positive self-esteem. These are the key to feelings of self-esteem and respect for others. Indian youngsters who do not have a feeling of belonging will probably withdraw, become non-verbal, or seek attention through inappropriate and non-productive behavior. Indian students need to have their cultural needs met. Indian students need to experience a sense of significance, a feeling of acceptance and friendly goodwill by their peers, and a sense of respect and caring by their teachers. The Indian student needs to be valued as a learner and valued as a person with dignity and worthwhileness.

- Finally, students need to experience learning activities which will help them reach their own potential. They have an intrinsic need to reach their potential and to express themselves creatively. Indian youngsters are curious, they need to understand their environment, they need opportunities to apply their abilities through special projects, they need to set goals, and they need to constructively challenge both academic and procedural issues.

If one of the major goals of education is to assist students in developing demonstratable academic and social skills and the related ability to solve problems, then teachers need to help students creatively analyze situations and make effective decisions. Create a classroom environment to increase appropriate student behavior, rather than dwelling on strategies to cope with inappropriate behaviors.

2.1 HOW DO TEACHERS MOTIVATE STUDENTS?

Main Ideas

Specific Techniques and Information

Once teachers understand how Indian student needs and teacher needs are related to student behavior, the next step is to develop teaching strategies that provide for the personal, psychological and academic needs of individual Indian students and the classroom group.

Motivation is the psychological force for change. The forces which move children to cooperate, participate, interact, and learn are highly personal and complex. They involve feelings, attitudes, emotions, and beliefs. These forces are usually concealed for protection, so that a teacher must understand the motivations and needs which directly influence the behavior of a child in order to manage the child's behavior for a successful outcome, (Swanson and Reinhart, 1979). A decrease in motivation is often due to a loss of momentum, lack of leadership, loss of group cohesion or loss of commitment.

Incorporate students' interest by having them make a list of questions they have when introducing a unit.

Motivation is defined as wanting or desiring to learn something. The role of the teacher is seen as helping students to want to learn what they are supposed to learn. This involves three processes:

1. Motivational understanding on the part of the teacher.
2. A constant teacher attitude that effective instruction can be motivating instruction.
3. Planning for teaching involves planning for student motivation as well.

The following motivation strategies will have maximum impact on the learner's motivation (Wlodkowski, 1981). These are:

Teachers can influence positive attitudes in students.

An attitude is the combination of a perception with a judgement that results in an emotion that influences behavior. The teacher can influence student attitudes in a positive direction so that their motivation to learn will give them an advantage at the beginning of any new learning.

Teachers must meet student needs

A need is a condition experienced by the individual as a force that leads the person to move in the direction of a goal. Needs motivate learning, especially at the beginning of any academic task. When students do not want to learn, it is probable that they are either experiencing needs that interfere with the learning activity or that our teaching neglects, satiates, or threatens their current need state. Successful teaching reaches the fundamental needs of students.

Learning must be stimulating

Stimulation is a process which facilitates learning because it enables the student to connect with the learning activity whether that be a lecture, a discussion, a math problem, or a microcomputer. Students will start many learning activities because they feel they need them, or because they have a positive attitude toward them, but they will not continue to attend and be involved unless they find the learning stimulating. In many ways, school is simply a setting where different forms of stimulation compete for student attention.

Some psychologists believe that student involvement in learning is highest when their perplexity is just short of frustration. In general, whenever we confront students with information or processes that are unexpected, different, contrasting, or discrepant from what they already know or have experienced, chances are good their motivation to learn will be heightened.

Competency comes with mastery.

Students need to know that they can learn.

People want to live and master what is important to their daily being. Competence is the need to be effective at what we value. In learning, this usually comes toward the end of the learning process. When students know they have mastered learning that is important to them, they actually do feel competent. They feel the courage to continue trying and the joy of belonging, (Henry, 1984). To know you know you can learn is a wonderful and lasting gift. Teachers play a significant role in helping students achieve this awareness.

Motivated students are more cooperative.

The fortunate thing about motivated students and teachers is that they go so well together. Those students tend to learn. They also cause less discipline problems, are more cooperative, and are enthusiastically responsible to their teachers.

Some motivators are:

- ideal self as a person
- tension reduction
- avoidance of anxiety
- search for meaning
- quiet
- competence
- achievement

Motivation works in concert with cognition as a determinant of behavior. Every force that influences behavior is a part of the motivational field, (Madsen 1968). Understanding the environment, as well as appreciating it or maintaining it, are prime motivators for telling Indian stories.

> Sammy, age 12, disagreed with the social studies curriculum and assignments. Regardless of the lesson, Sammy complained. He refused to do the work, argued and harassed the teacher.
>
> At mid-term, a different teacher took the class. For a three-week project, Mrs. Henry asked the youngsters to select an issue that was of local interest, but one that the students were really interested in and would enjoy. Their task was to examine all sides of the issue and to present their findings.

2.1 HOW DO TEACHERS MOTIVATE STUDENTS? (cont.)

Sammy could not believe his ears! He immediately said he wanted to work on topless dancers. Mrs. Henry said, "That's fine, all that is asked is that you present all sides concerning the issue." Sammy replied, "Aw--I was only kidding."

A few days later Sammy said he wanted to make a study of the social problems of the elders, specifically dealing with the southeast section of town. A few other students had been unable to decide on a problem and said they wished they had thought of the elders.

Mrs. Henry said, "Sammy, you really have an interesting idea. If you would like to enlarge your project, perhaps you could get a committee together. You could be the chairman, or if you wish to work alone that is fine, as it is your idea." Sammy said, "That's okay, I'd like to work with a committee."

Create opportunities for structured sharing.

Had Mrs. Henry picked up on and moralized about topless dancers, she would not have won Sammy. As it happened, Mrs. Henry gave Sammy space to breathe, to think, to come to his own decision, and to decide to cooperate. Sammy had gained positive recognition from the other students.

Motivation and Self-Esteem

DO'S	DON'TS
Recognize and build on strengths	Point out and focus on weaknesses
Recognize and encourage difference	Label children as "bad", "lazy", "slow learner"
Value the individual	Compare to brother, sister, cousin, or others
Love unconditionally	Use love as a lever..."I won't like you if..."
Communicate and listen - talk - feedback	Avoid, ignore, procrastinate
Simplify tasks	Invite failure through complexity
Be a model - spend "good time"	Avoid put off or playdown
Incorporate child's interests	Make "chores" miserable
Take one step at a time	Build in failure
Share your life - work and play	Isolate reality

2.1 HOW DO TEACHERS MOTIVATE STUDENTS? (cont.)

Additional Suggestions:

- Let students develop special interest days or weeks.
- Encourage parent visits during class time to observe their youngster.
- Teach students to order films.
- Teach students how to invite guest speakers.
- Create a unit on biographies.
- Use teacher interests and enthusiasm to motivate students.
- Use out-of-school activities such as rewards.
- Use learning centers as rewards.
- Use audio/video to record students' presentations, etc.
- Relate lessons to students' experience that day.
- Use artifacts, "junk" and manipulative devices for student discussion and motivation.

2.2 HOW DO TEACHERS SET UP COOPERATIVE LEARNING GROUPS?

Main Ideas

Specific Techniques and Information

Cooperative learning groups tend to promote higher achievement.

Research shows that cooperative learning groups tend to promote higher achievement than do competitive and individualistic learning. Results indicate that this holds for all age levels, subject areas, tasks involving concept attainment, verbal problem solving, categorization, spatial problem solving, retention and memory, motor performance, and guessing - judging - predicting. In cooperative learning groups there is peer regulation, feedback, academic and emotional support. The feelings that students develop for each other increase their motivation to learn and increases their encouragement of each other to achieve, (Johnson, Johnson, Holubac and Roy, 1984).

Check for individual accountability.

Cooperative group learning is much more than just working in groups, being physically near other students, focusing only on completing assignments with student "piggybacking" on the work of others with no individual accountability. Since Indian cultures place high value on cooperation, classroom tasks which involve cooperative learning are well suited to Indian students. We cannot afford to have a significant number of Indian students feeling alienated, left out and disconnected from their peers. We must graduate Indian students who can interact effectively with other people which is a prime requisite in the world of work. We cannot afford to teach Indian students in an environment where they will not learn as much as they could.

- Cooperative learning groups are based on positive interdependence among group members. All members are concerned about the performance and achievement of all other group members.
- There is clear individual accountability. Each student is assessed in mastery of content. Each student is given feedback.

- The group is given feedback on how each member is progressing, therefore members know who to help and encourage.

- The groups are heterogeneous in ability - low, medium and high.

Have heterogenous grouping.

Personal characteristics are taken into consideration. There should be a mix of ethnic groups so that various cultures learn about each other's values and customs. The students learn to appreciate and accept their likenesses and differences.

- All members share responsibility for performing leadership actions in the group.

Use shared responsibility.

- The group members are responsible for each other's learning. Responsibility is shared.

- Social skills are directly taught such as leadership, trust, communication, managing conflict, etc.

- The teacher structures procedures for groups to process how effectively they are learning.

2.2 HOW DO TEACHERS SET UP COOPERATIVE LEARNING GROUPS? (cont.)

There are a number of differences between traditional learning groups and cooperative learning groups. The following chart by Johnson et al, 1984 shows the difference.

Cooperative Learning Groups	Traditional Learning Groups
Positive interdependence	No interdependence
Individual accountability	No individual accountability
Heterogeneous	Homogeneous
Shared leadership	One appointed leader
Shared responsibility for each other	Responsibility only for self
Task and maintenance emphasized	Only task emphasized
Social skills directly taught	Social skills assumed and ignored
Teacher observes and intervenes	Teacher ignores group functioning
Groups process their effectiveness	No group processing

Cooperative learning reinforces the general objectives of education.

- o Achieve the mastery level in all their learning tasks.
- o Use higher level reasoning strategies by developing competencies in critical thinking.

2.2 HOW DO TEACHERS SET UP COOPERATIVE LEARNING GROUPS? (cont.)

- Develop positive attitudes toward subject areas especially in math and sciences so students will become motivated to study and achieve in these areas.
- Acquire the ability to use their skills, knowledge and resources in collaborative activities with other people in their groups, their careers, their families and society at large.
- Acquire the psychological health, stamina and well-being to effectively participate in our society.

2.3 HOW DO STUDENTS KNOW CLASSROOM RULES AND ROUTINE?

Main Ideas	Specific Techniques and Information
Lay the foundation for classroom management during the first few days.	The first few days of school are crucial for the teacher to establish control of the classroom and to lay the foundation for future relationships.
Meet students with equality and mutual respect.	The Indian child often evaluates the new teacher and establishes an attitude toward the teacher based on a first impression. If the child's attitude is a negative one, it may take months before the teacher can change it and establish a good relationship. It is important for the teacher to meet the class with a sincere belief in and appreciation of other people. This requires that a teacher meet the class with mutual respect, a sense of equality and a sense of responsibility, despite all individual differences of knowledge, power, and position.
Involve students in the development of routines and procedures. Discuss classroom procedures: Student use of classroom space and facilities	Learning what is expected, helping to establish classroom routines and procedures is all a part of establishing order and discipline for the year. Duke (1982) developed a chart which has detailed expectations and procedures for the elementary classroom which are presented here based on Emmer, Evertson, Clements, Sanford and Williams, 1981. Take the first three weeks and discuss these expectations and procedures with the students:
Desks or tables and student storage space	o Students are usually expected to keep desks clean and neat. Some teachers set aside a particular period of time each week for students to clean out desks. Alternatively, straightening out materials could be a good end-of-day routine.
Learning centers/stations	o Appropriate behavior at the learning centers, access to the centers, care of materials, and procedures for coming and going should be considered.
Shared materials, bookshelves, drawers, and cabinets	

2.3 HOW DO STUDENTS KNOW CLASSROOM RULES AND ROUTINE? (cont.)

Teacher's desk and storage areas	o Frequently these are off limits to students, except when the teacher's permission is given.
Drinking fountain, sink, pencil sharpener, and bathroom	o Decide when and how these can be used.
Procedures concerning other areas of the school	
Out-of-class bathrooms, drinking fountains, office, library, resource rooms	o Appropriate student behavior needs to be identified. Procedures for students coming to and going from these areas should be decided upon.
Coming and going from the classroom	o Students need to learn how to line up properly and how to pass through the halls correctly. Consider such things as the condition of the room before lining up, and whether talking is allowed.
Playground	o Expectations need to be identified for coming from and going to the playground, safety and maintenance rules, and how to get students' attention for lining up or listening. Some teachers use a coach's whistle.
Lunchroom	o Expectations for table manners, behavior, and noise level should be identified.
Procedures during whole class activities	
Student participation in class discussions	o Many teachers require students to raise their hands to be called on before speaking during whole-class activities.
Student involvement and attention	o Students are expected to listen to the person who is talking.

Assignments	o Many teachers record assignments on a chalkboard or elsewhere, or have students copy the assignments in notebooks.
Talk among students during seatwork	Some teachers require silence; others allow quiet talk (very soft whispering). Also, teachers sometimes use a cue or signal to let students know when the noise level is unacceptable. For example, a bell rung once means no more talking. Also needed are procedures for students working together, if this is to be allowed, and some procedures to enable students to contact the teacher if they need help. Typical procedures involve students raising hands when help is needed or, if the teacher is involved with other students or in group work, the use of classroom monitors.
Passing out books, supplies	o Supplies that are frequently used can be passed out by a monitor. Students need to know what to do while they wait for their materials.
Students turning in work	o Teachers frequently have a set of shelves or an area where students turn in assignments when they are finished. Alternatively, a special folder for each student may be kept.
Handing back assignments to students	o Prompt return of corrected papers is desirable. Many teachers establish a set time of the day to do this. Students need to know what to do with the material when they receive it (place in notebook, or folder, or take it home).
Make-up work	o Procedures are needed for helping students who have been absent as well as for communicating assignments that must be made up.
Out of seat policies	o Students need to know when it is acceptable to be out of a seat and when permission is needed.
What to do when seatwork is finished.	o Some teachers use extra credit assignments, enrichment activities, free reading, etc.

Procedures during reading groups or other small-group work

2.3 HOW DO STUDENTS KNOW CLASSROOM RULES AND ROUTINE? (cont.)

Student movement into and out of group	o These transitions should be brief, quiet, and nondisruptive to other students. Many teachers use a bell to signal movement from seatwork to small group. This works when there is a preset order that students know.
Bringing materials to the group	o Students need to know what they are to bring with them to the group. o Include a list of the materials along with posted assignments.
Expected behavior of students in the group	o Just as in whole-group activities, students need clear expectations about what behaviors are appropriate in small-group work.
Expected behavior of students not in the small group	o Students out of the group also need clear expectations about desirable behavior. Important areas include noise level, student talk, access to the teacher, and what to do when the seatwork assignment or other activities are completed. Effective managers avoid problems by giving very clear instructions for activities of students out-of-group. Checking briefly between groups also helps prevent problems from continuing as well as allowing monitoring. Student helpers may also be identified.
Other procedures that must be decided upon	
Beginning the school day	o Establishing a consistent routine, such as the Pledge of Allegiance, date, birthdays, and overview of the morning's activities, or passing back graded papers, helps start the day while still giving time for late arrivals and for administrative matters to be accomplished.

2.3 HOW DO STUDENTS KNOW CLASSROOM RULES AND ROUTINE? (cont.)

Administrative matters	o	Such details as attendance reporting, collecting lunch money, and other recordkeeping must be done while students are in the room. Teachers can set aside a specific time of the day for performing these tasks during which the students are expected to engage in some activity. For example, 10 minutes of quiet reading fills the time constructively while allowing the teacher to handle administrative tasks with little interruption.
End of school day	o	Routines can be planned for concluding each day. Straightening desks, gathering materials, singing a song, or reviewing activities and things learned during the day provide some structure for this major transition time.
Student conduct during interruptions and delays	o	Interruptions are inevitable and sometimes frequent. Students can be taught to continue working if interrupted, or to sit patiently and quietly otherwise.
Fire drills, and other precautionary measures	o	School procedures need to be identified and carefully taught to the children.
Housekeeping and student helpers	o	Most children like to help, and the teacher need only identify specific tasks. They are also a good way to help some children learn responsibility. Some possibilities: feeding classroom pets, watering plants, erasing chalkboards, acting as line leader, messenger, etc. A procedure for choosing and rotating responsibilities among students needs to be established.

Involve students in the development of classroom rules.

Use democratic methods.

The rules of the classroom should be arrived at through the cooperative efforts of the students and teacher. This will give students an opportunity to increase their understanding of some of the laws of our society and also help them to build respect and obedience to them. These democratic procedures will help Indian students to become autonomous adults, so they can gain independence and be encouraged to find their own solutions, to have creative ideas and independent views, as well as carry out assigned tasks. Self-management techniques can be integrated into meeting the needs of the Indian student and those of the situation. Combine kindness with firmness and consistency. The Indian child must always sense that the teacher is his/her friend, but must know that the teacher will not accept certain kinds of behavior.

> At the beginning of the school year, Miss Larson called her class together to have a group discussion about how all of them could live together this year in harmony and peace. She said she had certain guidelines, expectations, and goals which she would like to share with them. Miss Larson stated that she usually had group discussions with her students at least two times a week, for about 20-30 minutes. She said this would not take the place of the class business meeting--this is a place to talk about relationships with other people, the problems that normally happen in classrooms, and how to get along with each other. The class said that sounded pretty good. The following discussion is based on Smith-Martenz A., Cooper, J. and Levente, M., 1981. The discussion began:
>
> Teacher: "What do we as a class need to think about if we are to have a good year together?"
>
> Student responses:
> "Well, we need to be nice and not fight."
> "We need to make some rules."
> "Don't call other people names."
> "Don't talk when someone else is talking."
> "Don't run in the halls."

2.3 HOW DO STUDENTS KNOW CLASSROOM RULES AND ROUTINE? (cont.)

Teacher: "I see you have lots of ideas. I heard someone mention rules. What about rules?"

Student responses: "Rules are kinda like laws."
"Yeah--usually the teacher makes 'em and we break them."
"You gotta have something or the kids will just run wild."

Teacher: "What do you mean by teacher makes 'em and we break 'em?"

Student responses: "Well, usually the teacher just tells us to don't do this and don't do that, so us kids just have a good time breaking all the rules."

Teacher: "I see-what if we set classroom goals instead of rules? If rules are something to be broken, then goals are something one works towards. Goals give the same message as rules but in a more positive way. How does that sound?"

Student responses: "Gee, I never was in a classroom where they had goals--always rules, rules, rules."
"Sounds good to me."
"Let's try it and see if it works.

Teacher: "Are we all agreed that we will set some classroom goals?"

Class: "OK"

Teacher: "Where would you like to start?"

Student: "I can't stand it if I'm talking and someone else starts talking and nobody listens to no one!"

2.3 HOW DO STUDENTS KNOW CLASSROOM RULES AND ROUTINE? (cont.)

Teacher: "Would you like a goal on listening--like, We can listen to each other?"

Student: "What does that mean? What kind of a goal is that?"

Teacher: "That would be the question we ask--now we have to think how we would accomplish it."

Student: "Oh, I see-like I am quiet while others are speaking."

Teacher: "That's the right idea. Anyone else?"

Student responses: "I look at the person who is speaking."
"I hear directions and instructions."
"I hear others' questions so I do not repeat the question."
"I am quiet when someone else is talking."

Teacher: "You are really thinking. Let's see what we've accomplished (as she writes it on the board)."

The students discussed all the ramifications and agreed on the goal:

We listen to each other.

- I am quiet while others are speaking.
- I look at the person who is talking.
- I hear instructions and directions.
- I hear other's questions so I do not repeat the question.
- I do not interrupt the speaker.

The discussion continued with the following goal and evaluation system designed by the class:

We have a real interest in learning.
- I concentrate on my work.
- I show interest by participating in group activities.
- I keep my papers neat and organized.
- I do my assignments and turn them in on time.
- I re-do or rework assignments that need improvement without complaining.
- I am able to work without bothering others.
- I ask questions when necessary for understanding.

Rating Scale:

1. Always
2. Most of the time
3. Some of the time
4. Seldom or hardly ever

The students rate themselves. Later the teacher and student went over the evaluation as the teacher rated the student. Any difference in rating was discussed together at this time.

Keep rules/goals short and simple--the fewer the better.

The class suggested and agreed on two other questions and goals. Time was taken to be sure everyone understood each part and that there was consensus with the group.

- We can disagree and still be friends

- We work toward solving problems

Explore with the students reasons/rationale for the rules or goals.

With this type of discussion and setting of goals, the teacher was able to let her expectations be known and understood. It is most important that the students in the class understand the meaning of each goal. This is accomplished during class discussion. Each goal is discussed and the agreeable meanings of each are listed under the original goal. The students were involved in reaching the goals. They also cooperatively developed an evaluation system so that the students could evaluate themselves. Miss Larson and the students agreed to schedule regular evaluation reviews.

Rules/goals should be periodically reviewed.

Teach self-discipline and responsibility.

This cooperative type of evaluation is necessary for teaching responsibility for one's own actions and for greater understanding of self. This type of goal-setting and evaluation should help to eliminate failure for the student and teacher. It also provides a basis for a logical and friendly solution should a problem arise.

Discuss the rights of the student and the rights of the teacher.

It is essential that the rights of the student and the rights of the teacher be discussed early in the year. This sets up clear expectations for both parties and encourages a feeling of mutual respect and mutual understanding. It also serves as a buffer if difficulties arise later in the year.

Goals and/or rules should be posted in a highly visible place. The idea is to encourage appropriate behavior by clear, concise statements using the posted goals as a cue or a reminder.

Additional Suggestions:

Emphasize the desired behavior--be direct in your expectations and state them positively.

Build constructive leadership. Have a "leader" for the day to model appropriate behavior.

2.3 HOW DO STUDENTS KNOW CLASSROOM RULES AND ROUTINE? (cont.)

Additional Suggestions (cont.)

Encourage students to write a behavior handbook for their room.

School-wide rules should be consistently enforced by all staff members and administrators.

Be consistent and fair in enforcing the rules. Treat all people with respect.

Make parents aware of behavioral expectations for student.

Have community members to describe traditional rules.

2.4 WHY DO CHILDREN MISBEHAVE?

Main Ideas	Specific Techniques and Information
	Teachers often question the reason for a child's misbehavior. "What makes him act like this?" they wonder. They may attribute the misbehavior to meanness, stupidity, laziness, lack of motivation or ambition, lack of "proper" upbringing, and so on, all of which indicate speculation without any real basis.
	Each person is unique in his/her method of approaching social situations and of seeking a place for himself/herself. Viewed from this perspective, all disturbing behavior indicates a mistaken concept of the child about himself/herself within the group and thereby a mistaken approach to others and to life.
Understand that behavior has a purpose.	Every action of the child has a purpose, and the child never wastes energy unless it pays off. The child's basic aim is to belong and to find his/her place in the family or in the group in which he/she functions.
	In order to achieve his/her ends, a child may adopt four mistaken goals without being aware of them, (Dreikurs, Grunwald and Pepper, 1982). They are:
Do not give the child undue attention and service.	1. A child who seeks attention may be good, charming, witty, delightful, sometimes a nuisance, and sometimes uses "lazy" behavior. They think they are somebody only if they have constant attention. The secret for teachers lies in the ability to distinguish between due and undue attention. One must step back mentally and observe if the action and response seem out of keeping with the demands of the situation. If the child is demanding undue attention, avoid yielding to his/her demands--withdraw or just disappear.

Feelings of annoyance may indicate that the child is seeking attention. If the child responds when spoken to and the action stops, usually the goal is attention. This behavior resembles the action of a fly. You swat at it and it goes away for a time, but eventually it comes back and you swat it again. However, if the action continues with no break after reprimand, it may be considered a symptom of a stronger goal.

2. Power is the refusal of the child to do what the teacher wants. They feel that to submit is to lose position. It is a mistake to try to overpower a power-driven child--it's futile. They are defiant and their main goal is to defeat the adult. The important distinction between the demand for undue attention and the struggle for power is the child's behavior upon correction. If attention is the goal, they will stop their disturbing behavior, at least for a while. If power is the goal, attempts to stop the child will intensify his/her disturbing behavior. It is best to withdraw from the field of battle, do the unexpected, and not allow one to become engaged in the contest.

Do the unexpected. Use action without words.

When adults feel challenged or threatened and feel inclined to prove that they can make the child do the task, they may be sure that the child's goal is power. Usually a reprimand intensifies the behavior. During a power struggle, no interrelationship is too trivial to be used as an opportunity for challenge. Any pressure results in the child's fighting back and showing extreme agressiveness. Adults who deal with this type of child feel personally challenged and tend to react with the feeling that they will show the child that they can control him.

3. Revenge arises from an intensification of the power contest. The child feels he/she hasn't any power or place, and in discouragement, seeks revenge as the only means of feeling significant or important. The child's main goal is to get even, to retaliate, or to counterhurt. It is best to be aware of this deep discouragement. Avoid feeling hurt, and most of all avoid retaliation through punishment. Encourage positive action.

Withdraw from the provocation but not from the child.

Adult feelings of hurt and resentment are indicative of the child's goal of revenge. Adults tend to humiliate or to counterhurt. The child does things to hurt the adult. Children who use revenge need to be convinced that they can be liked.

Do not "give up" on the child.

4. A display of inadequacy, real or assumed, is used by completely discouraged children who give up entirely. A child will become helpless to avoid any task where expected failure may be even more embarassing. The child uses stupidity as a means of avoiding any effort whatsoever and views self as "worthless." It is best to stop being discouraged by "helpless" children and arrange encouraging experiences where they may discover their abilities.

   When adults feel like saying "I don't know what to do with you" it is usually indicative that the child has sought to impress the adult with his inability. This enables the child to give up functioning and being responsible. The child impresses the adult with the incapacities and, as a result, the adult characteristically throws up his/her hands in complete despair and permits the child to withdraw.

How do you recognize each goal?

There are two reliable indications for recognizing the four mistaken goals of misbehavior. The most reliable is the observation of our immediate reaction to the child's provocation. What is our "gut" reaction? The second indication of a child's goal will show itself in the manner in which the child responds to our reprimand.

Maintain your cool. Remain calm.

The child's responses to the adult's efforts to control reveal the child's goal. The child who wants attention stops the disturbance when he/she receives attention. When the child is challenging authority, the adult's desire to have the child control his/her actions only brings about stronger resistance. The child who seeks to get even may become even more hostile and violent at the adult's attempts to stop the behavior. In other words, the child's reaction to corrective efforts provides clues about the purpose of the behavior.

Children become discouraged if they feel they do not belong.

When children feel that they are not valued, that others are given preferential treatment, or that they are not as capable as others or as capable as others think they should be, children become discouraged and often feel as if they do not belong. Through the mistaken evaluation of self and/or situation, children try to find their place through their behavior which often places them in conflict with adults. Children may defy orders, resist learning, and provoke the teacher to the point where teaching and learning become impossible, (Dreikurs, Grunwald, and Pepper, 1982).

Teachers need to know some immediate corrective steps possible in a classroom situation. The teacher's response to the child's disruptive behavior is one aspect of corrective efforts. Teachers need to develop skills of responding to the immediate problem in a corrective way. Many teachers unwittingly reinforce the child's inappropriate behavior.

The teacher who is confronted with a child's provocations will react to either reinforce the behavior or thwart the behavior.

The following basic principles in Dealing With Children have been adapted by Floy C. Pepper from the writings and teachings of Rudolf Dreikurs.

Basic Principles In Dealing With Children

- Equality: Equality refers to social equality, where every person, regardless of religion, wealth, education, heritage, physical appearance, or age enjoys the same dignity and same respect. Every human being has a right to the feelings of dignity, of worthwhileness and of achievement.

- Mutual respect: Mutual respect is based upon the assumption of equality. Mutual respect means treating people with respect, recognizing the worth of their ideas, accepting their plans, and contributions, and also, when necessary, rejecting their contributions as having no value in a particular situation while at the same time not rejecting them as a person. No one should take advantage of another - neither adult or child should be a slave or a tyrant.

- Encouragement: Encouragement implies faith in the child as he is, not in his potentiality. Children need massive encouragement.

- Logical Consequences: Utilizing the reality of the situation rather than personal power, can exert the necessary pressure to stimulate proper motivation.

- Action instead of words: In times of conflict use action without words. Children tend to become "teacher-deaf" and act only when raised voices imply some impending action, and then respond only momentarily.

- Take time for training: Teach the child essential skills and habits.

- Never do for a child what they can do for themselves: A "dependent" child is a demanding child. Children become irresponsible only when we fail to give them opportunities to take on responsibility.

- Withdrawal - effective counteraction: Withdrawal is not surrender and is most effective when the child demands undue attention or tries to involve one in a power contest.Don't talk in moments of conflict.

- Do the unexpected: By doing the unexpected it usually short-circuits the child's misbehavior and quite often shocks the child into compliance. You are taking your sails out of the child's wind.

- Minimize mistakes: Making mistakes is human. We must have the courage to be imperfect. Build on strength, not on weakness.

- Don't be concerned with what others do but accept responsibility for what we can do.

- Danger of pity. Feeling sorry for the child, while natural, often adds harm to already tragic situation and the child may be more harmed by the pity than by the actual tragedy.

- Group Discussion: Group discussion gives every member of the class a chance to express oneself freely in all matters pertaining to the class as a whole and to participate in the responsibilities each member of the class has for the welfare of all. The emphasis should be on "What can WE do about the situation?"

- Have fun together: Having fun together helps to develop a relationship based on mutual respect, love and affection, mutual confidence and trust, and feelings of belonging.

2.5 HOW DO TEACHERS CONDUCT GROUP DISCUSSIONS

Main Ideas	Specific Techniques and Information
Use group discussion and group projects.	Teachers recognize the powerful influence of peer approval through group projects and discussions on students' behavior. Throughout this monograph, it will be demonstrated that common goals can be reached through open group discussion.
Explore alternative actions.	Group discussion is a meeting where the group discusses and makes decisions concerning the operation of the classroom, discusses the actions and feelings of group members, explores alternatives to help change one's behavior or to alleviate one's feelings and to give encouragement to the group member in the process of making a change. Group discussion is similiar to taking a subject in social living.
The teacher must be able to confront the group with what it is doing. Provide feedback.	Group discussion in the classroom is a necessary procedure. It is the means by which children can integrate themselves into the class as a unit with status, responsibility, and active voluntary participation. In the best sense it can become an agent of self-understanding and cooperation. The teacher must have the ability to confront the group with what it is doing, and produce feedback. Free, verbal interplay, sensitively handled, is particularly important. Children should be able to give up a part of themselves, to reveal themselves to others in order for them to see their own behavior in a new light. They must also learn to recognize how they affect others. The group should be a proving ground of helping and encouraging Indian children to develop human relationships, free from anxiety and distortions. The group represents an optimal situation in which to discover one's own goal and style of life, and to experiment with new and more adequate patterns of life.
Students should participate. Group discussions are confidential.	Indian students should be prepared to participate in group discussions. They should know that group discussions are confidential and that group topics are not to be discussed outside the group. Youngsters should be aware that they will gain an increased understanding of self, as well as a respect for each others needs, feelings and viewpoints.

2.5 HOW DO TEACHERS CONDUCT GROUP DISCUSSIONS? (cont.)

The teacher can teach the class to hold orderly productive group discussions by enlisting the class to help in formulating guidelines. Guidelines for group discussions should include:

Formulate guidelines.

- be positive, not harmful - help each other, don't hurt
- take turns and listen to each other
- talk about and listen for feelings - think together
- establish trust and mutual respect

Guidelines help to protect the rights of everyone and to prevent unfair members from interfering with the rights of others.

Exchange of ideas lead to problem solving.

The purposes of group discussions are many. Using group discussion not only helps Indian children to develop better interpersonal relationships but enhances learning through accumulated information. Effective communication of ideas leads to problem solving. Children learn through discussions to explore controversial matters and to deal with people of different backgrounds.

Provide for emotional and intellectual participation.

In a discussion group, Indian children form attitudes and set values which may influence them for their whole life and may affect their behavior inside and outside of school. Group discussions provide opportunities for emotional and intellectual participation and a feeling of reassurance that one is not alone. Difficult tasks seem lighter with shared ideas, aspirations, successes, problems, and anxieties. Indian children learn to evaluate and profit from another classmate's experience as well as from their own. They feel supported and become more responsive. They can learn constructive ways of handling frustrations and of working through upsetting problems.

Explore the feelings, beliefs and concerns of students.

Through effectively directed group discussions, the teacher may succeed in raising the morale of the group and change the atmosphere of the room. In this way, the learning process is facilitated by a common goal of all students. The teacher learns what each child feels and thinks, how he/she relates to others and what his/her attitude is toward school. For many Indian children, talking in an atmosphere of mutual understanding stimulates thinking. As Indian children mull over and talk about some problem, they may find a solution. In group discussions we have a class of children working on the same problem at the same time, and the results are usually good. Quite often the children will realize there are a number of solutions to the same problem.

Trust each other with respect.

Frequently, people do not listen to others who express different opinions. In the group discussion, everybody has the right to say what they think. Here everybody is equal and treated with respect. Children usually listen to others in such a setting.

> Steve was a 13 year old youngster who used anger and fisticuffs to settle all his differences. On two occasions, we had attempted to discuss Steve's anger. Steve always stopped the group with the remark, "You know my anger is uncontrollable and has been since I was two."
>
> One day, the class was having their discussion right after noon recess and when asked, "What would you like to discuss today? -- Lyle replied, "I would like to talk about Steve's anger." Steve started to reply but Lyle said, "Now just wait a minute - I want to tell you what I noticed at lunch time." Lyle went on to relate that in playing Prison Ball, the rules were to hit from the waist down. A ball had been thrown and hit Steve on the side of the face. Steve snarled, doubled up his fists and smashed the player a couple of times. Both youngsters were side-lined for two minutes and then returned to the game. A few minutes later, Steve was hit again. He doubled up his fists and started toward the person that

> hit him. He noticed it was the teacher. Steve stopped, slowly dropped his fists, went back to his side and resumed playing. Lyle concluded his report, "Steve don't tell me you can't control your temper because I saw you."
>
> As Lyle was recounting the incident, you could see the "light bulb" turning on in Steve's head. Steve then looked at the group and said, "I guess I can control my temper but I didn't know it -- now -- come on you guys, help me so I won't have to act like that."

This discussion was a turning point in Steve's accepting help and being willing to work towards making a change in his angry behavior.

Help students to express themselves.

We find that Indian children would like to participate in group discussions but since they have rarely experienced friendly talking with others, they do not know how. They need help from the teacher and the other students.

There are children who may use the group to compete and to impress the class with their ability to hold the floor. Still others may want to use the group to criticize, blame or gain sympathy.

Have the courage to make mistakes.	Teachers cannot be good leaders unless they have inner freedom and they can admit that they made a mistake without feeling threatened by it. If teachers can accept being human, which means making occasional mistakes, their students will have an easier time to accept that making mistakes leads to learning.
Manipulation may be necessary.	Teachers cannot be passive if they want to have effective group discussions. They must be directive, involved, and even manipulative. Since the purpose of group discussions is not only to change behavior but to change values, manipulation may sometimes be necessary.
Provide leadership.	Without leadership, group discussions often turn into griping sessions centering on who is right and who is wrong. Nothing is accomplished in terms of insight and in terms of unification of the class. Such discussions often end in chaos. As a result, the teacher becomes discouraged and discontinues group discussions.
Teach students to negotiate.	The group discussions can be compared to the conference table where teachers and students confront each other and where they come to agreements. The group becomes the exploring agent into what causes friction and how it can be avoided or solved when it occurs. The spirit of competition becomes one of mutual sympathy and concern. The child that is often subjected to ridicule becomes a challenge to help. (Dreikurs, Grunwald and Pepper, 1982).
Ask process questions.	Asking the right question is probably the most difficult technique in leading group discussions. There is no prescribed way of learning how to pose questions except do it and learn from mistakes and experiences, being sure to preface the questions with "Could it be ---?"

During discussions students and the teacher sit in a circle. This enables everyone to have eye contact and is easier for everyone to hear. Chairs can be moved to a circle or everyone can sit on the floor. Discussions should last 20-30 minutes and should be started the first day of school. The first two months should involve training the students in the process of group discussions and on many general topics so that everyone can feel comfortable. Suggested topics for beginning are:

Begin with non-personal discussions.

- the rights of students
- the rights of the teachers
- property rights
- how to win and maintain friendships

Then the teacher and students could move on to general behavior problems in the classroom. (See examples of group discussions throughout this monograph.)

Group discussions are especially suited to Indian students as they are accustomed to working with others. The values of using group discussions are:

- increased participation by increasing the chance to talk
- increased opportunity to practice listening
- helping students to develop better relationships with each other
- teaching students to solve problems together
- allowing students to share feelings, beliefs, intentions and ideas
- increasing individual feelings of belonging and acceptance
- increasing pressure on each student to do his/her part
- teaching students to encourage each other
- teaching students to cooperate with others
- teaching students to maintain mutual respect
- allow for a check of perceptions of others

2.6 WHAT CAN TEACHERS DO TO MAKE CONSEQUENCES FAIR AND SPECIFIC?

Main Ideas

Specific Techniques and Information

Use cooperative discipline.

It is necessary for teachers to have classroom management techniques and consequences that are profitable for all students and that require a minimum of time to implement. Three such techniques are classroom goal setting and evaluation, a cooperative discipline system of consequences, and a conflict resolution system, (Smith-Martenz A., et al, 1981).

Hold group discussions. Cooperatively set up consequences.

Help students recognize the advantages of positive behavior.

A cooperative discipline system of consequences is one that is agreed upon by the teachers and students. The classroom teacher can hold a class discussion and tell the children that the topic for the day is going to be behavior. Explain that each student has the choice of helping the class function smoothly or of accepting the consequences for misbehavior. Explain that all consequences must be related to the misbehavior and handled within the classroom situation. Students should know that consequences are a way in which everyone can work together to help students who have problems. It is important that students recognize everyone profits when positive behavior takes place. Everyone loses when negative behavior takes place, even if only a few are misbehaving. Next, ask the class what they think could take place in their classroom for it to be a place where nobody loses because of negative behavior. This question should lead to a discusssion of consequences.

Next, set up the consequences with the class. Give the children an example to follow, such as:

Suppose a child interrupts the class by calling out.

- o "What is the action that stops the class from functioning?" Wait for the class to answer.
- o "What is a consequence that could be handled within the classroom and is related to the misbehavior?" Wait for the class to give some answers.

Help students to recognize logical consequences.

- Explain to the children that calling out is talking out of turn so a consequence might be that the offending child would need to refrain from talking or discussing in the class for the rest of the period.

Once the children understand the procedure, the class can make up a list of inappropriate behaviors and negotiate consequences for each. When the list is completed, set a class discussion two weeks away to evaluate the effectiveness of the consequence system. At that meeting, continue to renegotiate the consequences to make the system more effective.

Teach the class how to negotiate.

The teacher should introduce students to the negotiation process by helping them to settle differences by exploring alternatives. For example, if a group of youngsters are at a point of disagreement, the teacher could say,

"What is happening here?"
"What seems to be the problem?"

When the problem is clearly stated, then the teacher could say,

"How can we resolve the problem?
"What are some ideas?"

Solicit as many ideas as possible from the class.

"We've thought of a lot of ideas. Now we have to pick the best one. What do you think is the best idea?"

The class discusses and most of the members agree. The teacher then puts the question to the original group who were having the problem.

"Group, are you willing to use that idea?"

If the group agrees, then negotiations are completed. If the group disagrees, the teacher tries again with another alternative that was given to see if it is acceptable. The class understands that negotiation is really a matter of choice.

2.6 WHAT CAN TEACHERS DO TO MAKE CONSEQUENCES FAIR AND SPECIFIC? (cont.)

Use a variety of techniques.

We need to use a variety of techniques and different types of consequences to motivate any child, including Indian children, toward cooperation, acceptable academic standards and appropriate behavior. There are several types of consequences: logical consequences, applied consequences, and punishment, (Pepper and Roberson, 1982).

Consistently apply consequences.

An applied consequence is the application or imposition of a consequence by an adult when a child uses provocative behavior. The consequence is logical in that it relates to the behavior but the consequence is decided upon by the adult. There has been no prior discussion or agreement, and the situation is taken care of on the spot.

> Tom kicked the table and the papers fell on the floor. The teacher told him to pick them up and re-stack them on the table. (Teacher reacted quickly without prior discussion.)

Discuss consequences with student.

An applied consequence is what happens the first time a child puts forth a misbehavior. Later the teacher and child discuss the situation and agree on the consequence. In this way the same application to such a situation that before was an applied consequence now become a logical consequence.

Use logical consequences.

Give students a choice.

Logical consequences are guided and must be discussed with, understood, and accepted by the child; otherwise the child may consider it punishment. The logical consequence must be logically related to the misbehavior. A choice must be given--a choice between what the child wants to do and what he/she should do (Pepper and Roberson, 1982).

> Jim had a habit of turning his assignments in late. The teacher, Jim, and his parents had a conference. They decided that Jim could choose to turn his papers in at the proper time or he could choose to turn them in at a later time, but if he waited it would be marked down one letter grade. The emphasis is on Jim's decision and is Jim's choice.

One of the reasons for the present dilemma concerning discipline is that most educators and parents use the word discipline to mean punishment and punitive measures. What is punishment?

Observe the effects of punishment.

Punishment is usually an arbitrary exercise of power by the adult, who alone decides whether, when, and how much to punish. Some of the results of punishment are:

-It is not logically related to the offense
-It tends to create character defects
-Youngsters may lose respect for law and order
-Youngsters may try to get even
-The child may begin to punish
-It has to be discarded eventually
-It is not effective for the long-range objectives
-It tends to become more and more severe and at the same time to become less and less a deterrent
-It may actually encourage misbehavior
-It may lead to revenge behavior

To many, discipline signifies physical punishment; to others, it signifies rigid control of rules and regulations and autocratic authority. The young people to be disciplined are completely left out of the process of making these rules and are never consulted about the enforcement of them. The teacher and/or the principal confront the child with the consequences the adults have decided upon, regardless of whether this makes sense to the child or not. Some teachers argue that the child knows why he/she is being punished and the teachers may view the consequences as being "fair", in spite of the child's protests. Defiance, sulkiness and secret resentment are usually the result of the child not understanding or agreeing with the adult decision, (Pepper, 1984).

Use fair consequences.

Use denial of privilege as a consequence.

Curtailment of activity is a logical consequence that most of us experience daily. Activity curtailment is often used when inappropriate behavior is followed by the removal of a desired activity. If the curtailment of the activity is discussed with, understood by, and accepted by the youngsters, it is viewed by them as a logical consequence and they hold no resentment towards the teacher.

2.6 WHAT CAN TEACHERS DO TO MAKE CONSEQUENCES FAIR AND SPECIFIC? (cont.)

Students understand it was their choice of behaviors. They can choose not to do what was expected and deny themselves the activity. Examples of curtailment of activities are:

- being last in line or waiting to go to lunch or recess
- not being allowed to play at recess
- loss of privilege
- being denied a regular class treat (e.g., trip to library, popcorn party)
- being denied a major class treat such as a field trip

Additional Suggestions:

Allow logical consequences to resolve issues.

2.6.1 HOW DO TEACHERS SET UP LOGICAL CONSEQUENCES FOR THE ENTIRE CLASS?

Main Ideas	Specific Techniques and Information
	In this setting, the teacher should maintain the role of a friendly facilitator. Consequences are not arbitrary nor lasting. Consequences are not retribution for what the child has done, but come into play when and while the child is doing something. If the teacher uses group pressure to bring the misbehaving child back into compliance, the teacher can overcome inattentiveness, noisiness and aggression which may interfere with the class activitites.
Use group pressure. Deal with the problem directly in the classroom.	Each student in Mrs. Harris' third grade class was supposed to complete and turn in their paper at the end of Math period each day. Mrs. Harris noticed that about half the class turned in their work on time. Many students turned their Math in after lunch and some turned their work in the next day.
Use group discussions to set up consequences so that all students will be involved and have a commitment to the consequence.	At a regular group discussion meeting, Mrs. Harris brought up the topic of not completing and turning Math assignments in on time.

Teacher: "Why do you suppose that some boys and girls turn their math papers in on time and others turn them in late?"

Students: "Maybe assignments are too hard and it takes longer."
"I think some kids are just goofing around."
"Yeah, some kids don't get started until the period is almost over."

Teacher: "Let's see how you feel about these ideas. Are the assignments too hard?"

Students: "Sometimes, when we are learning something new."
"All we have to do is ask and you always help us."
"I think they are OK."
"Yeah, they are mostly OK."

Teacher: "What do you think we ought to do if papers come in late?"

2.6.1 HOW DO TEACHERS SET UP LOGICAL CONSEQUENCES FOR THE ENTIRE CLASS? (cont.)

Students: "If the kids are goofing off--maybe they shouldn't have free time. Maybe they should be kept after school."

Teacher: Let's talk about keeping them after school. Is that fair?"

Students: "Well some of us ride the school bus."
"I don't think the bus would wait for us."
"If kids had to stay after school then you would have to stay."
"Don't you have work to do after we go home?"

Teacher: "That's right, I have to prepare for the next day, and as you say some of you ride the bus."

Students: "Maybe they should just finish it at recess."

"Yes, that way they are choosing to use their own time rather than someone else's time."

Teacher: "Does everyone agree-Math assignments are due at the end of Math period. If Math papers are not completed, students will complete them during recess?"

Students: "OK"

The agreement between class and teacher was made at the students' suggestion. The consequence was logically related to the students' behavior and was accepted by the students as fair.

Hold students accountable.

Pay attention to teacher accountability.

There are other reasons for students not completing and turning in assignments on time. Usually when assignments are not completed or turned in on time, students are not held accountable. Another factor may be the amount of time it takes to return assignments to students. Students should be held accountable and if students do not receive feedback or get their papers returned by the next day, they may feel that turning papers in on time makes no difference.

Mrs. Small was a fifth grade teacher and required the students to turn in daily math papers. One day Mrs. Small spoke to the class.

Teacher: "Some students are not turning in papers everyday. You know that's your job to turn them in and I keep a record of all papers turned in."

Students: "I usually do but once in a while I am late,"
"Well, sometimes we never get our papers back so what's the use of turning them in?"
"Yeah - if we do get'em back they are about a week late."
"Sometimes they come back to us so late that we're on a whole new thing, sometimes we never get them back."

Mrs. Small reflected for a minute.

Be honest. Admit your imperfections.

Teacher: "You know - you are right - I am slow returning your papers - I really need some help. Does anyone have any suggestions?"

Students: "Maybe we could help. Maybe we could grade each others."
"Maybe we could get our parents to come and help."
"There's a group of high school students who come to this elementary school and help teachers one or two periods a day. Maybe we could get one of them."

Teacher: "Those are great ideas. Sometimes you could grade each other's papers. I will ask the principal for one or two of the high school volunteers? How does that sound?"

Students: "Great!"

2.6.2 WHAT ARE THE PRINCIPLES OF CONFLICT MANAGEMENT?

Main Ideas	Specific Techniques and Information
Teach conflict management	Whenever a child disturbs class, actively or passively, a conflict arises. Palomares (1975), states that conflicts build within us as inner forces opposing each other. They build outside us as we find ourselves in tension with the forces around us. The consequences of inept or inappropriate conflict management can be severe. Good conflict management can help the child grow and move into deeper, more meaningful relationships with others. Conflict management should become a deliberate and intentional process--a well developed skill.
Teach children to resolve their own conflicts.	It is important to have a conflict resolution system for those students who have difficulty dealing with each other. It can be used in any elementary classroom as long as the wording is appropriate for the age level.
	Conflicts can be resolved by following four basic steps, (Dreikurs, Grunwald and Pepper, 1982).
Establish mutual respect.	1. Establish mutual respect: Unless the child feels respected, it will be difficult for the teacher to motivate him/her and to change the behavior.
Discover the real issue.	2. Pinpoint the issue: Pinpointing the issue of the conflict helps children to realize the private logic of their behavior. The real issue behind any conflict with children is one of the four mistaken goals of misbehavior.
Use re-negotiation tactics.	3. Explore alternatives (communication and cooperation): In any transgression the teacher and the student should explore all possibilities for dealing with the problem effectively. Any conflict solution requires new negotiations.

Students participate in decision making.

4. Come to a new agreement by shared decision making: The students and the teacher reach a decision and come to an agreement. Any new transaction requires establishing mutual responsibility and participation in decision making.

The previous four points indicate effective approaches and explain failures which are due to violation of the basic principles of conflict solving.

- Mutual respect
  -We all get angry sometimes.

- Pinpoint the issue
  -We find out why we are angry by talking and listening to each other.

- Explore alternatives: Communication and Cooperation
  -We need to discuss the problem together if we are to solve it.

- Participation in shared decision making
  -The people who are angry decide how they can live together again.

Palomares, 1975, lists A Summary of Conflict Management Strategies:

1. Negotiating-children talk about their position in the conflict and discuss what might be done about it.

2. Compromising-both parties give up something to resolve conflict.

3. Taking Turns-one individual goes first and the other second.

4. Active Listening-perceiving what the other individual is saying and also feeding it back accurately.

2.6.2 WHAT ARE THE PRINCIPLES OF CONFLICT MANAGEMENT? (cont.)

5. Threat-Free Explanation-an individual communicates his position in a conflict without threatening the other person.
6. Apologizing-saying you are sorry without necessarily saying you are wrong.
7. Soliciting Intervention-seeking consultation or help when the issue is too complex or heavy to handle.
8. Postponing-individuals agree to wait for a more appropriate time to handle the situation.
9. Distracting-calling attention to something else as a way of de-fusing the conflict.
10. Abandoning-moving away from a situation which cannot be dealt with.
11. Exaggerating-children role play an exaggerated interpretation of the issue.
12. Humor-the angry feeling associated with conflict are diffused in some humorous and constructive way.
13. Chance-a technique such as flipping a coin is used to decide a conflict.
14. Sharing-the individuals decide to share for the benefit of both.

Additional Suggestions:

Don't threaten with something or make statements you won't or can't do.

Main Ideas

Specific Techniques and Information

Be sure the behavior is observable and measurable.

Before trying a behavior change program with Indian school children as with any other children, the teacher should collect a baseline. Baseline describes a time period when data is collected under conditions so comparisons can be made with other data collected under different times and conditions. Baselining includes:

- pinpointing the behavior that is to be increased or decreased
- checking to be sure the behavior is observable and measureable
- collecting data on the frequency of behavior (five minutes - three times a day for three days is sufficient data)
- selecting the same time each day to observe
- counting the frequency of occurrence of the behavior for each five minute period
- dividing the total number of occurrences by the total number of minutes of observation = rate per minute
- baseline = rate per minute

Use a variety of techniques for encouraging students.

Teachers need to help students to become aware of their behavior and provide students with simple, concrete ways of encouraging students to change their behavior. These techniques take a minimal amount of time and does not detract from dealing with direct instruction.

Use Countoons.

One of the ways to change behavior is through the use of a Countoon, (Ackerman, 1972). A countoon is a comic character showing the student behavior. The countoon is usually placed on the students desk so the student can mark down a hash mark each time the behavior occurs. The teacher also has one on her desk. The teacher and the child compare countoons just before lunch and just before school is out. This is to check out the reliability between teacher and student. Usually as soon as the student becomes aware of his/her behavior the count drops. The teacher and the student decide when to phase out the countoon.

Not every student needs a countoon. Only those with a high frequency of attention getting behaviors, such as talk-outs, getting out of seat, day dreaming, using foul language, etc., would need a countoon. After one type of behavior has been brought under control, the technique can be used again with a different behavior.

Use attention blocks

Attention Blocks are an excellent technique to use for students who have attention-getting behavior such as talkouts, out of seat, wandering around the room, and irrelevant questions. Call the student to your desk and discuss the specific problem. Ask the student how many times she/he needs to do that particular behavior in one day. The youngster will usually settle for about one-third of his/her baseline rate.

> Coreen had a problem of wandering about the room. Her teacher said, "Here are ten blocks which entitles you to ten free walks about the room per day. Each time you walk around, you move a block from your desk to my desk. When all ten blocks are gone, you are not entitled to walk around the room anymore today. However, for each block that you have left over by 2:30 p.m, you will be entitled to earn five extra points for each block. How does that sound?" Coreen thought that was fine.
>
> The next day when Coreen arrived at school there were ten blocks on her desk. By 10:30 she had used up all her blocks. The next day Coreen said, "I'm gonna make it until 2:30." She used her last block right at twelve noon.
>
> Coreen was not discouraged. The third day she lasted until about 1:30. The fourth day Coreen made it through the day and the class cheered and gave her a hand. Within ten days Coreen's inappropriate

> walking around the room behavior was vacillating from three to four times, and she was having six to eight blocks left over. In her discussion with the teacher she agreed that she no longer needed the blocks to help her; that she could assume the responsibility without the blocks.

Phase out Attention Blocks.

When the number of blocks left over is less than half the original number, then the teacher renegotiates with the student by saying "You really have done a good job of staying in your seat. Do you think you need to continue using the blocks, or do you think you can remain in your seat without such a reminder?" The student usually agrees that they can make it on their own and do not need attention blocks.

Teach Self Control Skills.

Meichenbaum (1977) describes Self Control Skills that are helpful with a variety of student problems. These skills have also been termed "cognitive behavior modification." Modeling combined with verbalized self-instructions can be helpful.

Combine modeling with verbalizing self-instructions.

Meichenbaum describes five stages of this approach:

1. An adult models a task while speaking aloud (cognitive modeling)
2. The child performs the task under the model's instruction (overt, external guidance)
3. The child performs the task while verbalizing self-instruction aloud (overt self-guidance)
4 The child whispers self-instructions while doing the task (faded overt self-guidance)
5. The child performs the task under self-guidance through private speech (covert self-instruction or self talk)

This approach is helpful in:

1. Teaching social isolates to learn to initiate activities with their peers

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2. Teaching students to be more creative in problems solving

3. Helping aggressive students learn to control their anger and respond more effectively to frustration

4. Helping frustrated and defeated students to cope with failure and in responding to mistakes with problem-solving efforts rather than withdrawal or resignation

Use the Turtle Technique with angry or upset students.

The Turtle Technique of Robin, Schneider and Dolnick (1976) is a method to use with impulsive and aggressive students when they are upset. The students close their eyes, hunch and tighten their shoulders, clench their fists bringing their hands in front of face, press their wrists together, and pull their head into their "shell". Students should relax and repeat several times. This gives students an immediate release to anger-provoking situations, allows them to delay inappropriate responses and gives them "think" time to alternative or more appropriate solutions.

Teach students to use Face Fighting rather than violence.

Face Fighting is a non-violent method of handling frustration. Explain to the students that they cannot physically fight. However, they can "face fight" by making faces. They cannot touch or talk--just make faces. This usually ends in uproarious laughter and the incentive for fighting is diffused.

Teach students to settle differences:

- Peace Rug
- Talk-It-Over-Chairs

Teachers need time to teach and students need to become self-directed and self disciplined. Discuss with the class the use of a Peace Rug or Talk-It-Over-Chairs to settle minor disagreements. The peace rug is a small rug which is used for settling difficulties between two primary aged children. The teacher explains that when a situation occurs where two people are arguing or are in disagreement, they can move to the peace rug and talk out their differences.

There are several guidelines to keep in mind:

1. They must talk quietly and not disturb others.
2. They cannot touch each other.
3. They must come to a solution of their problem.

Redirect student

Sometimes the teacher may say - "Is it time for the peace rug?" or "Sarah and Jane, do you need to use the talk-it-over chairs?" For older children, use two chairs that face each other and are about three feet apart. The idea is that the two youngsters can settle their own problems without the teacher being the referee. Talk-it-over-chairs and/or the peace rug frees the teacher to continue to work with the class while students are learning to use self-discipline.

Use Life Space interviews

Morse (1971), describes the "Life Space Interview," in which teachers work together with students until each understands troublesome incidents and their meanings to the student, until ways to prevent repetition of the problem are identified. During these interviews, the teacher lets students speak freely and makes an effort to appreciate their perceptions and beliefs; but at the same time the teacher forces students to confront unpleasant realities, tries to help them develop new or deeper insights, and, following emotional catharsis and problem analysis, seeks to find mutually agreed upon solutions.

It is usually necessary for teachers to modify their own behavior, if they wish to modify or change student behavior.

2.7 HOW DO TEACHERS HANDLE INAPPROPRIATE BEHAVIORS? (cont.)

There are several basic mistakes that teachers often make in dealing with behavior problems in the classroom:

- lack of anger control - teacher becomes angry when a student "lips-off" or back-talks
- lack of assertiveness - teachers are afraid students won't like them or that students will become physical and/or verbally abusive if teacher tries to exercise control
- lack of consistency - is not systematic in rewards or expectations of behavior
- lack of enthusiasm in verbal recognition from teacher such as using meaningless phrases such as "good boy", "good job", etc.
- responding to behavior that should be ignored
- ignoring students altogether regardless of behavior because the teacher does not like them
- talking too much and students become "teacher deaf" (turns off the teacher and does not listen)
- being overly strict or critical and dealing only with negative or inappropriate behavior - does not recognize or reinforce the positive behavior
- letting students manipulate the teacher

2.7.1 HOW DO TEACHERS HANDLE SERIOUS BEHAVIOR PROBLEMS?

Main Ideas

Specific Techniques and Information

There are many methods and techniques for working with serious behavior problem youngsters. The following technique can be used with hard to manage youngsters, when all other management techniques have failed to stop the behavior and the youngster is:

1. Hurting himself
2. Threatening and/or hurting others
3. Destroying property

Use the Strait Jacket Hold, if the youngster needs to be restrained.

The Strait Jacket Hold is useful for removing youngsters from assemblies, ball games and other student gatherings. It is used to win cooperation and induce respect for order from an unruly and disruptive student.

This hold does the same thing as a strait jacket. The youngster's arms are crossed in front of the body with the left hand and arm pulled snugly to the right while the right hand and arm are pulled snugly to the left. Standing behind the youngster, grip the wrists firmly, keeping your wrists at the child's side and your elbows stiff and arms straight. Stand back as far as possible. Once you have a youngster in this hold you can move the child in any direction you wish - including removal from the room, if necessary. As soon as you have the youngster securely held, tell him/her once that when he/she is ready to follow directions, he/she will be released. This hold is the least harmful to the child and to the adult.

Speak to the child once.

If you are in for a long session, sit the youngster in a chair and stand behind him/her. Have someone bring you a chair and you sit behind the student, firmly holding the wrists. You can restrain a student for short or long periods of time and you can trade off with your aide or team teacher. The student puts the pressure on self by struggling and fighting so it is necessary for you to tighten your grip during the struggling episodes. In between struggles, you can relax while continuing to restrain until the youngster tells you he/she is ready to follow directions. The student has a choice to be held or to follow your directions.

Remain calm.

Meanwhile, you continue to scan the room for students who need help. Students can bring their assignments up to you for instruction, although the youngster being held may be wildly crying, no one pays attention. Students are taught to ignore the situation. You are not hurting the child. You are maintaining your dignity and self-respect. You are showing respect for the youngster by not allowing him/her to show disrespect for the order of the classroom.

Use action without words.

As soon as the youngster lets you know he/she is ready to cooperate, you let him/her go. If the youngster repeats the non-compliant behavior, then the teacher holds again without speaking. The student already knows the conditions under which he/she will be released. This is a way to use "action without words."

Most disruptive children will need to be held an average of 5-8 minutes and about three to five times. By then, respect has been established for adult firmness. Respect has been shown for the youngster, and order has been established in the classroom.

Set up a pattern of behavior folder of each student who has a serious behavior problem.

It is helpful to know a youngster's pattern of behavior (Pepper, 1980), especially if he/she has blow-ups regularly. These behaviors happen in a sequence. The first time a youngster goes through the repertoire of behavior the teacher should write it down. The teacher will then know the early cues and can intervene at the beginning of an upset. The child also needs to be made aware of the pattern so he/she can exercise self-control.

The following is an example of one child's pattern of behavior:

1. Enters room and wanders around before taking seat
2. Sits, picks up paper and begins to make small rips on paper edge
3. Taps or bounces pencil

4. Stirs papers on desk
5. Shoves paper onto floor
6. Shoves desk away
7. Slams chair around
8. Verbally abuses others
9. Physically abuses others
10. Knocks books off book shelves
11. Throws things in free-time area
12. Physically restrained - (Strait Jacket Hold).

The teacher can re-direct the child at any of the first five steps. Usually by the sixth step, the behavior will require physical restraint. The teacher can train the child to use self control skills to redirect self. The child can move to a designated area such as a couch or rug, regroup self and return to his/her seat.

Additional Suggestions:

Reinforce desired behavior.

Use eye contact, body language and hand signals to show approval and/or disapproval.

Act quickly with a minimum of talking.

Sidetrack misbehavior by involving student in class discussion

Physically move toward the problem.

Train students to use self control skills.

2.7.2 HOW DO TEACHERS HANDLE STEREOTYPING?

Main Ideas	Specific Techniques and Information
Recognize the pervasiveness and consequences of stereotyping.	The self-image of some Indian students is not wholly positive and is impacted by family situations, economic status, stereotyping, labeling and other negative experiences in life and school. Indian students are faced with preconceptions of Indians from movies, television and history.
Recognize the situations which might be embarrassing to youngsters in the classroom.	Roleplay such a situation in which a classmate is ridiculed and discuss the effect of such behavior. Give suggestions as to how that classmate can feel better about himself/herself. Analyze the feelings of people who have been humiliated in a subservient position in society or in stories of daily life.
Stress the individual and how we are all unique.	Students need to show respect for the rights of others in the classroom situation through specific behavior. Students using any of the following stereotyping words, or other words, should be confronted with the meaning and implications of their use.
Identify and discuss stereotyping words and phrases commonly associated with Indian.	

- Squaw
- Massacre
- Redskins
- Papoose
- Buck
- Savages
- Injun
- War Paint
- How! Ugh!
- Uncivilized
- Indolent
- Tepee
- Heathen
- Stinker
- Bloodthirsty
- Dirty
- Inscrutable
- Chief
- Lazy
- Tom-Tom
- Sneaking
- Dog eaters
- Siwash
- Half-breed
- Sly
- Drunken
- Superstitious

Students need to realize some children of varied ethnic backgrounds in most communities dress and act like the majority of other Americans. Students also should know that some children of varied ethnic groups may dress traditionally to show their ethnic pride. All people have feelings and all groups have suffered. People are more alike than they are different. The teacher will need to help students demonstrate sensitivity to the harmful effects to the self-image feelings and aspirations of the stereotyped person. The teacher must help to empathize with the experiences and feelings of other students who have suffered from stereotyping.

2.7.3 WHAT SHOULD TEACHERS DO WHEN YOUNGSTERS ARE CALLED NAMES?

Main Ideas

Specific Techniques and Information

Handle name calling on a total class basis, using group discussion.

Name calling is one of the most common and disruptive issues in working with Indian youngsters. Usually name calling leads to fighting and often leads to a child being restrained. Name calling is a very humiliating experience and Indian children do not deal well with public humiliation. If possible, the teacher should not permit a child to humiliate another. If a child does make a derogatory remark, the teacher should let the group assist in handling the situation using the Group Discussion method as shown in the following example.

Mr. Greenwood, the teacher had overheard Todd calling Jeff a bad name.

Todd: (to Jeff) "Stinker, stinker, Jeff is a stinker. You stink and so does your mother and father."

Jeff: "You say that again and I'll cut you up. You are the one that stinks."

Todd: "You said that because I said it first. You really do stink (as he pinched his nose), your whole family stinks."

Stan: "Jeff, don't take that from Todd. Let him have it."

The fight was on - only to be broken up by Mr. Greenwood. He then brought the incident to group discussion.

Teacher: "Why do you suppose people call other people names?"

Students: "They just like to hear themselves talk."
"They want to be the Big Man."
"By putting other kids down, they are attempting to show how much better they are."
"It makes them feel good."

Help students to understand the behavior of others.

Teacher: "How about the incident involving Todd and Jeff? What do you suppose happened to start all that?"

2.7.3 WHAT DO YOU DO WHEN YOUNGSTERS ARE CALLED NAMES? (cont.)

Students: "It's silly to call people names - that's acting like a baby."
"Fighting doesn't help."
"Yes, but Todd did call Jeff a name and nobody likes to be called names especially if they call your family nasty names."

Teacher: "Todd, do you really think Jeff stinks?"

Todd: Hanging his head, "Not really."

Jeff: "I don't stink. I take a shower every morning. Why did you insult my family? They have been nice to you. They took you with us to the Pow Wow last week. Now tell me, weren't they nice to you?"

Todd: "Yeah! they were nice but you stink just the same."

Teacher: "Remember that one of our guidelines is to help each other, not to hurt. Is that being helpful?"

Todd: "I'm sorry I called you and your parents names - I didn't mean it, really."

Jeff: "That's O.K., but why are you so mad at me?"

Todd: "You shoved me when we were going downstairs."

Students: "That's right, you did, Jeff - I saw you."

Jeff: "I'm sorry Todd, I didn't even know I shoved you. I really didn't mean to."

Todd: "That's O.K., I'm sorry too."

Student: "I'm glad we talked about this. We all learned something."

2.7.3 WHAT SHOULD TEACHERS DO WHEN YOUNGSTERS ARE CALLED NAMES? (cont.)

In this situation, Mr. Greenwood is helping the youngsters to see the significance of their own behavior - Todd was angry at Jeff over some real or imagined injustice and was using vengeful retaliation.

As a result of this type of experience, students become adept at reaching decisions and accepting responsibility for their own behavior.

Additional Suggestions:

Help the class to come up with reasonable suggestions.

2.7.4 WHAT CAN SHOULD TEACHERS DO WHEN STUDENTS DON'T COMPLETE THEIR ASSIGNMENTS?

Main Ideas

Specific Techniques and Information

"Grandma's law" is one way to enlist cooperation from a reluctant youngster. Simply state, "You do what I want you to do, before you get to do what you want to do."

Use "Grandma's Law."
Use peer pressure for completion of assignments.

Mrs. Miller, 5th grade teacher, believed in using the concept of "Grandma's law" and peer pressure to bring about some changes in the lackadaisical attitude of Steve and Teresa. These two students were quite often late in completing and turning in their assignments. Mrs. Miller called Steve and Teresa to her desk and said, "I have an idea that might help you to complete your assignments and get them in on time. How about you two earning a bonus video movie for the class by finishing your work and turning it in on time for the next three days?" Steve and Teresa agreed. The class soon heard about it. The class members really put the pressure on for Steve and Teresa to finish their assignments. They clapped and cheered each time either one or the two, or both of them, finished a lesson. Needless to say, they earned the video movie for their classmates. Grandma's law works like this: "You do good things, good things will happen to you." To put it more simply, "First you work and then you play."

Additional Suggestions:

Adjust lesson if problems continue.

Have private conferences with students.

2.8 HOW DO TEACHERS USE INCENTIVES AND REWARDS?

Specific Techniques and Information

Use positive reinforcement.

Motivation is important to effective teaching. Teachers who are good motivators will have considerable influence on their students' achievement and behavior. When a behavior is followed by a positive reinforcement or reward, the behavior increases or is strengthened. To teach a student to act in a desired way, show appreciation or reward the student for what he has done. There are six rules to having a successful reward program:

1. Reward immediately
2. Tell the student the specific behavior which earned the reward
3. Be consistent
4. Reward frequently whenever the student is learning a new behavior
5. Offer the student a variety of rewards
6. Give adequate rewards

Students should be recognized and encouraged for following through with procedures, rules and expectations. Too often the good student is ignored. Teachers need to provide for positive reinforcers that should occur during the natural flow of events in the classroom when students are doing what they are expected to do. In addition, teachers need to set up an incentive system. The use of incentives and awards is one way of motivating a non-cooperative or non-productive child to be more compliant and/or to increase academic output.

Use social reinforcers.

Social reinforcement is the easiest to use, takes little time and effort for the teacher, and is free. Social reinforcement refers to the behavior of significant others that increase the frequency of a particular behavior. Reinforce the Indian child individually - not publicly. If it is a group effort, then reinforce the group. Children usually perform for the group not for individual recognition. Indian children usually do not become tired of receiving encouragement and recognition of their efforts. Social reinforcers include words, phrases, smiling, winking, laughing, touching, patting, etc.

2.8 HOW DO TEACHERS USE INCENTIVES AND REWARDS? (cont.)

Social reinforcement may not be strong enough to bring about prompt behavior change in students with difficult behaviors. Teachers may have to look for other types of reinforcers, such as activity reinforcers, tokens, and tangible reinforcers.

Use activity reinforcers.

Activity reinforcers are found in all schools and homes. Desirable activities include being group leader, leading the flag salute, seeing a film strip or a movie, listening to music, working puzzles, an extra period of art, music, or P.E., etc. Activity reinforcers can be readily combined with social reinforcers. Also combine an activity reinforcer with a home program.

Use earning points at school, for reinforcement at home.

> The student earns the use of the tape recorder for the weekend to take home and record Indian singing or the drumming at a pow-wow.
>
> The student earns the reward at school and is involved in a reinforcing event at home.

Use token and other tangible awards.

Tangible rewards are concrete--you can see them, count them, add them, and spend them. Tokens come in many forms--play coins, chips, paper, points, etc., or other tangible items that can be traded in for reinforcement at a future time. Specific behaviors can be reinforced.

Teach students to describe and record their own behavior.

Select a procedure for recording tokens earned. Teach the students to record their own behavior. Self-monitoring means teaching children to accurately describe their own behavior, to tally the data, and to record the data in chart form. Youngsters are reinforced and motivated by data that clearly shows they are improving their behavior. Not every child will need to be on a token system. The objective of awards is to get youngsters to change their behavior. Tangible rewards should be phased out within a few weeks.

Use behavior contracts.

A behavior contract is a written agreement specifying the exact behavior each individual will exhibit. Contracts usually indicate the specific reinforcer the youngster will earn. Behavior contracts come in a wide variety of forms. The main factor is that the youngster fully understands the contract.

Increase the frequency rate of positive comments. The frequency rate of positive comments should be seven positive to one negative comments. Keep a list of positive verbal comments and approaches handy.

Additional Suggestions:

Let students create their own slide shows with Indian music.

Use public performances as plays, tumbling, acrobatics, etc. at PTA or Parent Advisory meetings.

Set up privileges, field trips, library, special games or assistant teachers, etc.

Have student of the week.

Display art work and other work.

Reward the entire class for individual behavior.

Use learning centers.

Set up a cross-age and peer tutoring program.

Send home "happy notes."

POINTS TO REMEMBER

CLASSROOM MANAGEMENT

1. Students are treated with equality and respect.
2. Classroom rules, schedules and routines are posted for all to see.
3. The classroom atmosphere is warm and accepting.
4. The approach to behavior management is calm and matter of fact.
5. The teacher uses modeling of behavior systematically.
6. The consequences for behavior are logical, consistent, systematic and fair.
7. The correction of students is handled in a positive manner.
8. The correction of students is handled at an appropriate time.
9. Encouragement/reinforcement approaches are used systematically.
10. Students are expected to follow the class/school rules.
11. Students are provided appropriate opportunities to learn and practice self-discipline.
12. Students are expected to follow teacher directions and/or requests.
13. Directions and/or requests are clear and concise.

REINFORCEMENT INCENTIVES

1. Students are reinforced for following rules.
2. Individual and group encouragement techniques are used.
3. The teacher intervenes early in the child's behavior pattern.
4. Attention-getting behaviors are ignored.
5. Intervention plans for specific behaviors are set up by the teacher.
6. The teacher pinpoints specific behaviors to reinforce.
7. The teacher varies reinforcing statements and ration.
8. The teacher encourages and reinforces working, persistence, staying with tasks, improvement, etc.

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PART THREE

DIRECT INSTRUCTION PRACTICES

PART THREE

3. DIRECT INSTRUCTION PRACTICES

Introduction

Effective Direct Instruction Practices covers the organization and structure of a classroom to improve student academic achievement, attitudes and social behavior.

Recent research studying classroom behaviors of teachers whose students achieve more than would be predicted based on students' pretest scores, socioeconomic status, and handicaps, has focused on what these teachers do that is special. What do they do that enables their students to learn more than other students in other classrooms? In examining instructional programs and the teacher behaviors they require or imply, three main approaches to instruction have been identified.

The direct instruction approach comes from the premise that basic skills should be taught directly through structured, teacher-initiated activities which involve considerable drill, practice and a high level of teacher-student interaction. The foundation for effective direct instruction rests on teaching the customary grade level skill objectives to the entire class, with the expectation all students will reach or exceed a stated performance standard. Due to differences in skill levels, some students will need more time and corrective instruction than others. Personalized help is given in practice, feedback and reinstruction. Although students may help each other, it is the teacher who directs, structures and paces the learning and maintains time management principles. Program content is tied directly to skill development especially in reading, language arts and mathematics. Good (1979) identifies direct instruction and active teaching to be the same. Direct instruction does not occur when teachers do not actively present the process or concept under study, when they fail to supervise student seatwork actively, or if they do not hold students accountable for their work.

The discovery learning approach or indirect teaching comes from the conviction children will develop basic academic skills, creativity, and self-esteem if they learn inductively--to discover rules, facts and underlying principles from guided exposure to and experience with language, numbers, and games. The discovery learning approach uses activities which help children learn by inference through many guided contacts with program content. Indirect teaching consists of soliciting the opinions or ideas of students and applying or enlarging on those opinions or ideas, praising or encouraging the participation of students or clarifying and accepting their feelings.

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The cooperative learning approach comes from the belief that when students work together to maximize each other's achievements, positive relationships and a climate of acceptance are promoted among students while contributing to the solution of a socialization crisis. In the cooperative learning approach lessons are structured cooperatively so students experience working together to accomplish shared goals. Students in small groups are instructed to learn the assigned materials and to make sure that all other group members learn by discussing the material with each other, helping one another understand the content and encouraging each other. Cooperative learning groups contain low, medium and high ability students to promote discussion, peer teaching and justification of answers, (Johnson, Johnson, Holubec and Rov 1984).

The term direct instruction merely differentiates between presenting the learning material intentionally/deliberately versus addressing it less straight-forwardly as in discovery learning or not at all. Research shows that higher achievement results when skills and concepts are taught directly than when they are presented indirectly or not at all, (Cotton and Savard, 1982).

When teaching Indian children, consider the way in which most Indian children learn. Indian students can benefit from some direct instruction approach, but they respond better and feel more comfortable with indirect questioning techniques, cooperative learning groups and other methods which allow then to make connections and discover the underlying principles of the learning material presented to them. However, the indirect method will take students longer to learn a basic skill or concept.

Teaching methods and skills needed by the teacher of Indian students to facilitate learning include:

- Effectively organizing and preparing lessons so classroom routine flows smoothly from one activity to another. Have activities, assignments, and materials ready when students arrive.
- Giving clear, precise and specific written and oral instructions.
- Providing sufficient time for mastery of each learning "plateau".
- Planning interesting lessons and relating them to the Indian students' lives. When lessons require passive learning, they should be short and interesting. At other times lessons can be stimulating and active, and Indian students can become emotionally involved in their own learning.
- Scan the classroom to be aware of potential difficulty, anticipate Indian student needs, physically arranging the classroom to minimize boredom and restlessness.

- Providing experiential learning opportunities. Skill in analyzing their environment has an impact upon Indian student motivation and behavior. Teach more than basic facts.
- Using cooperative learning groups to build and maintain constructive relationships and to increase achievement.
- Using higher level cognitive skills, incorporating Indian students' feelings and relating materials to the students' lives. The results will be that misbehavior is practically non-existent.
- Getting responses from students, reacting to those responses, and attempting to get a response from each child.
- Monitoring students' seatwork systematically, giving immediate corrective feedback, checking student comprehension, and modeling good communication skills. These activities enhance the learning environment, motivate the student to attain his/her highest potential and become more self-directed.
- Showing encouragement and patience in feedback, sustaining feedback which involves the teacher staying with the student and rewording/simplifying the question until the child succeeds.
- Clearly stating objectives which are attainable at the Indian student's success level.
- Frequently checking student comprehension.
- Setting high standards for learning. Students need to know they are expected to meet standards.
- Reteaching concepts and lesson content until students demonstrate they have learned.
- Organizing and making easily available a wide range of resources for learning.
- Accepting both the intellectual and the emotional expressions of students. Remain alert to the expressions indicative of deep or strong feelings.
- Writing instructions on the board when appropriate.

3.1 HOW DO TEACHERS STRUCTURE LEARNING EXPERIENCES?

Main Ideas

Specific Techniques and Information

Organize around instructional functions.

There have been many successful experimental studies in which teachers have been trained to increase academic achievement of their students. One approach is to organize lessons around the following critical instructional functions as developed by Rosenshine (1983):

- Review, checking previous day's work (reteaching if necessary).
- Present new content/skills.
- Initial student practice (checking for understanding).
- Feedback and correct (reteaching if necessary).
- Use student independent practice.
- Give weekly and monthly reviews.

Structure the flow.

The structure of the learning environment is essential to student achievement. Structure the flow of the instruction period:

- Deal with class climate problems immediately. Get those issues cleared before going on to teaching.
- Review previous day's lessons. "Now, it's math time, yesterday we covered______."
- Outline today's lesson. "Today we will______."
- Promote discussion in large group to explore the purpose of the lesson.
- Monitor student behavior. Look for:
  - students who do not follow instructions and/or procedures
  - student misunderstanding or inability to do the assignment

At the end of the lesson, students should be able to summarize what they have learned and to understand where they will use it in future lessons. To reinforce student learning, teachers may wish to summarize the major points in the lesson. "We have covered __________. You have done a great job. You can be proud of yourselves."

o Stage setting--introduce topics today for the following day. "Tomorrow we will learn __________."

Make presentations interesting.

A variety of presentation modes add variety and interest to lessons. Novel and vividly compelling presentations encourage interest which can lead to increased learning.

Teach students to think.

Many Indian students learn best by the use of analysis, symbols or images: "Thinking is a process of searching for and creating meaning involving the mind's creations - symbols, metaphors, analogies - in an attempt to establish relationships between the world of particulars and the ideas and concepts that give them structure. These are the threads by which the mind holds onto the world." (Arendt, 1977)

Teacher: "I will tell you a story about Coyote. This is a story of how Coyote got his eyes as related by Ed Edmo, (1983)."

One day Coyote was walking down by the river and he heard giggling on the other side of the bushes and he wondered what it was. He thought about who could be having more fun than he.

He peeped over the bushes and saw the Sparrow Sisters. They were taking out their eyes and throwing them up in the air, saying, "Eyes come back, eyes come back."

Then, the eyes would pop back into their sockets and tickle, causing the sisters to giggle.

> Coyote went up to the sisters and said, "Teach me how to do that."
>
> The Sparrow Sisters knew Coyote. One told him, "Coyote, you do not have the right power."
>
> Coyote went on down the river and used what power he had. He took his eyes out and threw them up, saying, "My eyes come back, my eyes come back." And the eyes popped back in his sockets, tickled, and made him laugh.
>
> Coyote did this again, throwing his eyes farther, thinking they would tickle more because he threw them so far. But they got stuck on the pussy willows.
>
> Coyote began crawling around feeling on the ground, saying, "Where's my eyes? Where's my eyes?"
>
> He came beneath a tree and felt two buttercup flowers. He picked them and put them in his eyes. That's why Coyote's eyes are yellow, the same color of buttercups.

During the discussion period, teacher brought out that people have power in their lives just as Coyote had power. Coyote misused his power. The class discussed, "What happens when people misuse their power." The children also discussed "being themselves and not copying others."

Listen to students.

Give students time to think.

Most Indian students would learn more by the teacher asking process questions (as in the discussion above) rather than recall or factual questions. The teacher should spend more time listening to the students' judgments and saying nothing. Due to the teachers nondirectiveness, students would control the length and the quality of time making their own judgments and changing their minds. The more Indian students have time to think, the clearer their thinking will be. They will have more opportunity to think about other students' arguments. In this method, the pace would be slower but the students would be able to see how concepts are related to each other. The process question method teaches thinking for oneself as well as thinking about what other people say and showing everyone respect and the courtesy of [illegible]tentive listening.

Use a wide range of instructional techniques and materials.

Instructional techniques, materials and resources include:

- -lecture
- -discussion
- -committee work and reports
- -films and video tapes
- -skits and role playing
- -pantomime
- -overhead projector
- -slide projector
- -games of ethnic origin
- -trick questions
- -stories
- -puzzles
- -outside speakers
- -jokes
- -objectives of interest
- -community exploration
- -learning centers

Arrange the physical environment to be flexible.

Ways to arrange the classroom for multiple use are:

- -desks and chairs in rows for maximum control and listening
- -horseshoe arrangement for discussions, role-playing and reports
- -small clusters of chairs and desks together for small group work or for social training experiences and committee work
- -learning centers for special interest activities in art, reading, science, etc.
- -circle for a culturally efficient model for including all students in a non-competitive interaction.

Post schedules and routines in a prominent place.

The classroom schedule and routine should be posted for all to see. A weekly schedule should be written on the chalkboard or on a large poster. It should be printed in large letters and include all subject matter areas and notations for certain students attending special classes. Students should be encouraged to keep their schedules on their desks and take responsibility for attending classes on time.

Give clear directions.

The movement of individual and/or groups of youngsters in and out of the classroom should be the students' responsibility without prompting from the teacher. Each student should know exactly what to do and when to do it. Give clear, concise directions:

- one-step request - "Open your Math book to page 36."
- two-and three-step requests - "Sit down, get out your pencil and paper, and open your Math book to page 36."

Give consideration to timing of activities--do tough lessons when hunger or fatigue is not a problem.

Most previous studies show students perform better in the morning hours. However, current literature is to the contrary. Observe your students and decide what hours they do their best work.

Demonstrate personal belief in the materials and techniques.

A teacher must believe in the methods and materials he or she is using. Without a firm belief, things quite often go awry. The teacher needs the confidence to say "I don't know," as well as "I believe in these lessons."

Additional Suggestions:

Use practical culturally revelant examples, teacher experiences and questions to convey the purpose of the objectives and to structure the learning experience so students can relate it to their own experience.

Provide for student demonstration of the skill at the end of the lesson, such as a directed reading activity.

3.1.1 HOW DOES A TEACHER DETERMINE A CHILD'S ACADEMIC LEVEL?

Main Ideas	Specific Techniques and Information
Pretest-identify/diagnose student levels.	Many Indian children have been misdiagnosed and placed in special education programs due to a cultural misunderstanding on the part of the educational system.
	The diagnosis of an educational disability is one in which the teacher must exercise great caution. Indian children may not have sufficient mastery of English, of their own language, or be sufficiently acculturated to know how to respond appropriately. Indian children may feel embarrassed and not try. They may appear to have given up and may be considered "slow". The teacher must analyze the cultural context of the behavior before making a diagnosis.
	The teacher may use teacher-made tests or criterion-referenced tests and informal reading inventories to determine the functional level of the students. Seek information from students' former teachers and records as well.
	There are a variety of commercial tests available.

3.1.2 WHAT DO TEACHERS DO ABOUT LEARNING STYLES?

Main Ideas

Specific Techniques and Information

Learning style is the foundation of a truly modern approach to education. Learning style diagnosis helps educators to analyze, motivate, and assist students. There is widespread agreement supporting the existence of individual differences although learning style researchers often define learning style differently.

Ensure that instruction is appropriate to the learning style.

Research shows when youngsters are taught through materials or strategies that complement their styles, students show:

- increased academic achievement
- improved attitudes toward school
- reduced numbers of discipline problems

When instructional materials are matched correctly to the students' identified style, significant academic gains are made. However, when materials and styles are mismatched, achievement falls.

Observe students to identify learning styles.

Style comprises a combination of environmental, emotional, sociological, physical and psychological elements that permit individuals to receive, store and use knowledge or abilities, (Dunn, 1983). Most people have between six and fourteen elements affecting them strongly; some have more. Teachers can gain useful information by carefully observing their students and asking them for information concerning their learning styles. Some students know their own learning style and some don't. Others are aware of only part of their style, their positive and negative properties.

Other researchers may define learning style in terms of those educational conditions under which students are more likely to learn and describe the amount of structure individuals require. Researchers do not agree on instructional strategies. Ramirez and Castaneda (1974) advocate teaching of students through their weaker characteristics. Dunn believes that students should be taught through their strengths.

There are assessment tasks which are available if the teacher wishes to diagnose student learning style and teacher testing style.

The following statements concerning learning styles are taken from "Understanding Indian Student Behavioral Learning Styles" by Pepper and Henry, 1985.

> Behavioral learning style refers to those traits which serve to motivate or inhibit a child in an academic or learning situation. These traits develop as a result of the socialization process. The Indian learner is affected by the culture and school environment, values, parental and peer pressures, and personality factors.
>
> All people of all cultures have behavioral learning styles which are a mixture of individual responses to their own innate temperaments, combined with the social conditioning they have received from the culture, home and school.
>
> The determination that an Indian behavioral learning style exists may be harmful due to the danger of stereotyping. There is no absolute Indian behavioral learning style. However, a wide variety of individual differences have been identified. These individual differences and the information discussed in this presentation can be viewed as tendencies. When looked at in this perspective, an Indian student behavioral learning style probably looks like the following:

Be aware of the learning style characteristics of many Indian students.

- Skilled in non-verbal communication (less well-developed in initiating verbal communication with people outside their culture).
- Performs visual and spatial tasks, kinesthetics stressed
- Uses visual perception and recall

Use a "see and do" approach to learning.

- Uses a community learning style (Wyatt, 1978) - the child observes carefully over long periods of time followed by practice of the process (direct experience), with a minimum of verbal preparation or interchange -- (takes longer)
- Group-oriented - prefers to work in teams or small groups
- Prefers freedom of movement

"Cognitive confusion" (Downing, 1977) may interfere with beginning Indian readers. Some Indian children do not seem to understand why certain successions of printed letters should correspond to certain phonetic sounds in words. Sometimes their concepts of the communicative functions of writing are unclear and they may not understand the purpose of reading.

As a rule, Indian students learn faster when the teaching style uses the concrete approach and moves to the abstract - from practice to theory. Most schools follow the European-American model from theory to practice. The best learning and study approach for most Indian children is see and do, or observe and imitate a practical application of skills. Other suggestions include the following.

Use cooperative learning groups.

- Incorporate manipulative devices and activities which allow a student to "feel and touch."
- Most Indian students work better in small groups or teams. The teacher should provide a high percent of group projects and a low percent of oral questions and answers.
- Since Indian students usually work better in an informal setting - (studying on the floor, sitting at a table or desk arranged in small groups, etc.), the teacher should provide a variety of classroom settings with freedom of movement.

- The teacher should be warm and accepting, but demanding (see other teacher characteristics, Part I).
- Provide a high rate of encouragement.

Present the whole picture.

- Present the whole picture of things before isolating skills into small segments.
- Provide activities which are experience-based.
- Provide mobility through scheduled activities.

Research shows students achieve more when taught using their learning style. Our premise is this: Are we not forcing Indian students into another stereotypical stance? Perhaps, what is needed is to:

- teach to their learning styles when presenting new concepts
- when new concepts are learned and students are comfortable with the concept, present it in a different learning style
- present lessons in the Indian child's learning style at least 65 percent to 75 percent of the time

Expose students to educational tasks that do not precisely match their styles.

- present lessons in different learning styles at least 25 percent to 35 percent of the time so the Indian student will not only learn but continues to grow and stretch
- present learning activities and tests in the preferred learning style and in a different learning style
- have a repertoire of different teaching strategies for different subject areas

Develop flexibility in the student's learning style.

A variety such as this encourages students to engage in activities that are not so preferred and gives students opportunities to explore and strengthen behaviors and activities they might otherwise avoid. For the Indian student there is life *outside* and *after* the classroom. It is the teacher's responsibility to prepare students to be able to cope in various situations. Too often, Indian students make normal or above normal academic gains while attending a "sheltered" school only to fail once they leave that situation.

All students usually have skills in other learning styles and these need to be encouraged to keep from locking Indian students into a certain mold. The caution is not to fall into the trap that "this way is the only way" but to remain flexible. By so doing, teachers should be preparing Indian students to succeed wherever they find themselves: teaching students to live in a bicultural world with bicultural success.

Provide a rich variety of lessons and teaching strategies.

When seen this way, the classroom changes to a place where individual differences among students becomes an incentive for teachers to provide a rich variety of lessons, teaching strategies, learning activities, and testing challenges. This variety not only enhances the equity of the instructional setting, but enriches the thought processes and behavioral learning styles of all students.

3.1.3 HOW SHOULD TEACHERS SHOW EXPECTATIONS?

Main Ideas	Specific Techniques and Information
Expectations should be clearly defined: - students are expected to learn - students are expected to behave	Teacher expectations are a powerful force in determining behavioral outcomes. Most Indian students wish to please the teacher. If you expect a student to use inappropriate behavior, he or she probably will. Many students continue to act in certain ways because those are the behaviors they are expected to exhibit.
Be aware of negative expectations.	Teacher expectancies seem to establish a "self-fulfilling" prophecy effect--that is, the Indian student becomes what the teacher thinks he or she is. Teachers need to dispel their own negative images associated with Indians. For example, "Indians are slow," "Indians are non-verbal," "Indians are dumb." Students also have a reputation to uphold and for those students, reinforcement is associated with those behaviors that make up the reputation. When a teacher says "I've heard about you and the things you do," an expectation has been set for that behavior to occur.
Be positive in your expectations. Believe that an Indian student wants to do his or her best, but needs firm support to do so.	Statements reflecting behavioral expectations should be positive in nature, keeping the expectations within the students' ability to successfully achieve them, and referring only to desired behaviors. Expectations should be based upon the students' skill, taking into consideration the age, sex, intelligence, academic achievement, and developmental growth pattern of the student.
Make expectations work for you rather than against you.	Matt was a power-oriented sixth grade boy who had problems conforming to the classroom regulations of remaining on task and being quiet. The consequence for being noisy was to leave the room and go to a particular place for X number of minutes. Matt was noisy and Mrs. Phillips was supposed to ask him to go with her. Her first thought was, "He won't do it." She realized her expectations were not where they should be. She walked to the corner of the room and said to herself, "Who are you to say he won't go? Of course he will go." She took a deep breath and said to herself, "When I ask Matt to leave the room, he will leave." She took another deep breath, straightened up to her full 5' 3 1/2" and walked over to Matt's desk and said, "Matt, follow me,

please." Mrs. Phillips immediately turned, walked out of the room and didn't pause or stop until she arrived at the room where Matt was to stay. Matt was right behind her.

Let's analyze Mrs. Phillips' actions. First, she had to get her expectations to work for her by focusing on the positive idea that Matt would follow her.

Communicate a clear set of expectations about appropriate behavior.

Second, Mrs. Phillips, by her posture and attitude conveyed that she meant what she said and that she expected Matt to follow. Third, by immediately turning her back on Matt and leaving, she left Matt with no recourse. If he wanted to talk or argue with her, he had to follow. Since Mrs. Phillips did not pause or look over her shoulder to see what Matt was doing, she again showed exactly what her expectations were.

Know yourself what you expect!!

Use encouragement; tell students your expectations:

"I know you will make it."
"I'm sure you can do it."
"I want everyone to learn this."
"You know the rules and I expect you to follow them!"

Once behaviors have been identified, the teacher can then set up procedures so the students will know what is expected in a particular setting.

Identify the behaviors needed for a particular setting:

Identify behavior for particular settings.

- Seatwork--students work independently, follow directions, ask for help when needed, and know what to do when finished.
- Whole-class instruction--students sit and listen to speaker, respond when called upon, and raise their hand if they wish to speak or ask questions.
- Small-group work--move desks and chairs together quietly, select chairman and recorder (if necessary), understand the task, and work quietly together.

Rosenshine (1983) lists suggestions for improving student engagement during seatwork:

Give clear and concise instructions.

- Instructions, explanations, questions, and feedback should be clear. Students need sufficient practice before beginning seatwork to cut down on errors and misunderstandings.

Circulate about the room.

- Circulate around the room giving feedback, explaining, observing, and asking pertinent questions.
- Contact with individual students should be very short (30 seconds or less).
- Present new concepts or difficult tasks in a number of segments of instruction and seatwork during a given period.
- Use aides and parents to monitor seatwork.
- Students put signal flag on desk for help.

Have students repeat the directions.

Instructions should be clear, concise, and presented in a well modulated voice so all can hear. If possible, give an example of the type of response expected. Before beginning the academic task, ask the students if they understand the task. Have them repeat the directions.

Scan the classroom.

After directions have been completed, scan the classroom to see that everyone is on task. If several students seem uncertain as to what to do, repeat the directions to the entire class. Scan the classroom again and circulate throughout the classroom checking individual student work. It is important to scan the classroom regularly. Scan more often, if students are unproductive and/or uncooperative. This alerts the teacher to any possible disruptions which may be brewing.

3.1.3 HOW SHOULD TEACHERS SHOW EXPECTATIONS? (cont.)

Develop a grading system.	The development of the grading system could be arrived at by the students and the teacher. The student would then know exactly what is required to earn a grade of A, B, C, etc.

Additional Suggestions:

Watch students' nonverbal feedback. Respond with helpful and reinforcing feedback.

Use student examples as a model.

Be open for student questions in case of minunderstanding.

Ask students to paraphrase, particularly the slow learner.

Give feedback as soon as possible.

Review with trick questions.

3.2 HOW DO TEACHERS ORGANIZE CONTENT INTO SMALL UNITS?

Main Ideas	Specific Techniques and Information
Present the whole picture.	For most Indian students, present the whole picture of things before isolating skills into small segments. This is less confusing to many Indian students and is in line with their learning style.
Use task analysis.	For students having difficulty, divide the objective into small meaningful parts or "bites," also called task analysis. Satisfaction comes from mastering these small "bites" in succession. Task analysis involves the process of breaking down a task into smaller steps or subskills which the student must acquire to reach an objective. These steps are organized in a logical manner. The number of steps depends on the complexity of the task. The benefits for using task analysis are: o Learner expectations are clear. o The instruction is organized. o Only one concept is presented at a time. o Learning builds upon previous knowledge--it is cumulative in nature. o The student's learning deficiencies or weak areas can be identified.
	Any time a child becomes frustrated while working on his or her tasks, there exists the possibility that the step was too big and the student was pushed too fast, too soon. At this point, the teacher will need to drop back a step, program smaller steps, see that the child is having success, and move forward again.

The teacher may need to add, delete, or rewrite certain steps to meet the previously stated goal. The goal does not change--only the approach to the goal changes. But two common problems are:

- The teacher is making the steps too large.
- The teacher is not giving clear, concise instructions and cues as the student is guided through the process.

Teach study habits.

Teach relationship between parts and the whole.

The teacher should use materials which help develop thinking skills and which are essential for establishing learning habits and practices. Indian students need to be taught the relationship among/between parts and the whole (concrete objects as well as abstract ideas). The sequence of the learning task can increase or hinder the learning process.

Simulate an assembly line.

Simulate an assembly line to produce peanut butter and jelly sandwiches for sale. Include in your planning decisions such as type of bread, spread to use, etc.

Additional Suggestions:

Teacher demonstrates an example and students demonstrate an example.

Class describes 12 steps involved in washing hands.

3.2.1 HOW DO TEACHERS PLUG UP THE HOLES IN A STUDENT'S LEARNING TASKS?

Main Ideas

Specific Techniques and Information

Looking at the results of incorrect responses do not always tell you where mistakes are being made.

Observe students to see how they attack the task.

Mrs. Wilson observed Roy having difficulty doing three digit addition. Mrs. Wilson asked him to explain his computation to her.

$$\begin{array}{r} 249 \\ 197 \\ +\underline{428} \\ 8524 \end{array}$$

Roy explained, "9 + 7 + 8 = 24 and 4 + 9 + 2 = 15. Put down the 5 and carry the 1.

1 + 2 + 1 + 4 = 8 and that's how I got 8524."

Ask students to explain to you the procedures used to reach their conclusions.

Mrs. Wilson gave Roy another example and asked him to figure that one.

$$\begin{array}{r} 36 \\ 29 \\ +\underline{14} \\ 79 \end{array}$$

"6 + 9 + 4 = 19. Put down the 9 and carry the 1.
1 + 3 + 2 + 1 = 7, answer 79."

If Mrs. Wilson had just graded Roy's paper, she would have only marked the problem incorrect. However, by observing Roy and asking him to explain the process, Mrs. Wilson was able to break down the steps so Roy could understand the concept he was missing.

3.2.1 HOW DO TEACHERS PLUG UP THE HOLES IN A STUDENT'S LEARNING TASKS? (cont.)

Present concepts in different ways if the student is stuck.

___ + 9 = 14

5 + ___ = 14

5 + 9 = ___

Additional Suggestions:

Make a periodic check of goals and assessment of progress.

Make a finished model ahead of time to illustrate how the completed steps will look.

Use frequent perception checks and recycle when needed. (Repeat segments if necessary. Return to initial steps if segment is not understood.)

3.3 HOW DO TEACHERS ELICIT FEEDBACK AND PROVIDE CORRECTIONS?

Main Ideas	Specific Techniques and Information
Vary the questioning pattern.	When the task involves discussion, the teacher should have a method of calling on students rather than using volunteers. Be sure everyone is called upon instead of the usual five or six verbal students. Use a wide variety of questions, including many open-ended questions, so students will have to think of ways to apply their knowledge. A variety of ways of thinking is desirable because alternative solutions to problems need to be uncovered and discussed. The teacher needs to lead students through the cognitive process from convergent to divergent thinking.
Give students immediate feedback.	Students need feedback on their completed task. The more immediate the feedback, the more meaningful. During the scanning and circulation period students should receive feedback so no gross errors are occurring.
Devise a checking system, i.e., students check work.	When the assignments are completed, a system needs to be devised to check the work. There are a variety of ways to do this: students could check their own work, students could exchange papers and check each others' work, students could rotate with two youngsters being the checkers for the day, and students could turn in the work and the teacher could check it. The teacher should record the grade after papers are checked.
Design a student recording sheet.	Students need a personal recording sheet so they can see their progress, understand the relationship between their performance and their grade, and determine what they have to do to maintain or improve their performance. It is also desirable to have the expected level of success marked on their chart so they have a clear visual reminder. An in and out box could be set up for papers to be turned in to the teacher and for papers to be returned to the students.
Use encouragement.	Susie was a 9-year old Indian student in my fourth grade class. She was a small girl, but not withdrawn. She would become easily discouraged over most tasks which required much time or which had more than one or two components. Usually she said

nothing about being unable to do a task or to finish. However, her discouragement showed up in her assignments. She rarely, if ever, completed a task. Even when given extra time, she did not complete her work. I knew that she was intelligent and could answer many of the questions on assignments. Her knowledge of the subject matter was obvious during class discussions and oral exercises.

One day as I passed her desk, I noticed she had written two sentences on a social studies report and stopped. I said "Suzie, I liked your answers to some of the questions on the oral discussion a few minutes ago. I think you should include some of your suggestions on the report."

She smiled and began writing again. A few minutes later she raised her hand. When I checked to see if she needed something, she asked if I would proofread her short but concise paper. I read the paper and winked and gave her the "okay" sign with my hand.

By encouraging her and pointing out that she knew quite a bit about the subject she was writing on, Susie produced a good paper.

Use non-verbal feedback.

Use symbols for feedback:

smiley faces stickers

letters as:
W - Working
S - Student
H - Hard, but you are doing it!
F - Following directions
G - Good Work

3.3.1 HOW CAN TEACHERS TELL THAT STUDENTS HAVE THOROUGHLY LEARNED THE CONTENT?

Main Ideas

Check frequently for understanding, provide correction and reteach, if necessary.

Use questioning techniques to check comprehension.

Constant review.

Specific Techniques and Information

Checking for understanding (Hunter and Russell, 1981) refers to whether all the students understand the content and the concept being taught. Included in this process are:

- Prepare a wealth of oral questions beforehand.
- Ask a number of brief questions as the process is being taught on the main points, and on the subpoints
- Call on reluctant students.
- Have students write answers at their seat or at the board.
- Have the students write and check answers with their neighbor.

Weekly and monthly reviews aid the teacher in checking for student understanding. It ensures that all prior skills are learned and is also a check on the teacher's pace.

Students need practice and drill so that they can become proficient not only in basic skills but in all subject matter areas. Some memory tasks are strengthened by repetition. Such "overlearning" provides for better memory and recall.

Additional Suggestions:

Use factual tests for specific knowledge and for teaching objectives.

Use essay tests for application of knowledge.

Use discussion and debate to show all sides of questions or issues.

Delayed testing for retention.

Provide a daily preview:
- Clarify your daily expectations
- Introduce what will be covered during the day
- Make the sequence of events clear
- Use yourself as a positive example

3.3.2 HOW CAN STUDENTS BE TUTORS TO OTHER STUDENTS?

Main Ideas

Promote students to help each other.

Specific Techniques and Information

Peer tutors can provide drill practice, read difficult subject matter, help organize a student's time, and help with instruction. Often, students can explain a difficult concept in much simpler terms than many teachers. Any student in the classroom can be a tutor if he/she has learned a skill or a step of any sequence that someone else in the class has not mastered. The tutor does not have to be the fastest or the most intelligent. Peer tutors in the classroom are a boon to the teacher.

- They release the teacher from being "caught" with one student.
- They free the teacher to circulate and monitor seat work.
- Being a tutor enhances the self-esteem of the tutor.
- Peer tutoring contributes to maintaining a democratic environment in the classroom by sharing responsibilities and tasks.
- Tutoring reinforces the tutor's own skill.

> Andy was tutoring Tom in subtraction problems. Tom did not know his subtraction facts. Andy decided to teach Tom a method that he used. Andy explained to Tom, "I see domino patterns in my head and count or subtract the dots." Tom immediately caught on. Although this appeared to be a complex method to the teacher, Tom readily got the idea.

Sometimes by listening to children's explanations, the teacher can discover new insight.

It is important that each student have the experience of being a tutor. Every child has something to share.

3.4 HOW DO TEACHERS PROMOTE ACTIVE CLASSROOM PARTICIPATION?

Main Ideas	Specific Techniques and Information
Establish a warm, accepting classroom atmosphere.	One of the greatest barriers to student participation in class is when students accurately perceive their teacher as an insensitive task master or censor of behavior who is only going through the motions of caring--a phony, a person pretending to be something they are not. Indian students who sense "phoniness" in teachers will respond to that behavior by tuning out information and instruction.
Give students support and understanding.	Indian students need warmth, understanding, and psychological support from their teachers. This may be shown (depending on tribal custom) by: o sitting close o leaning forward o listening o eye-to-eye contact o touching o nodding o smiling o being available
Enhance your rapport with students.	Teacher rapport with Indian students is based on students' perceptions of the teacher as a caring, fair, courteous, friendly, and trustworthy person.
Be friendly.	Teachers who smile and laugh are viewed as a safe person and as expressing good will by their happy behavior. Teachers who are moody, sad or too serious are viewed as being dangerous or evil and are feared because they could be plotting aggression.
Use humor.	Use indirect methods for criticism, impersonalize a situation where a student might be accused of wrong-doing. The general problem can be discussed in group discussion in the presence of the offender but without personal reference to him/her.

Joking can be used in many delicate situations and is another way teachers can express criticism. Broad gentle humorous teasing is the mode, not sarcastic barbs.

Discuss why Indians need to learn the skills of the dominant culture.

Use encouragement.

Indian students often view their school work as not pertaining to their interests and needs. At this point, the teacher can help the student understand the importance of mastering the skills of the dominant culture, if the student is to maintain his/her own cultural skills. Feelings of frustration are intensified especially if students have difficulty understanding the material. Indian youngsters may become bored and resentful as they struggle to learn material that seems unrelated to their lives. When the material being learned cannot be related to existing cognitive structures, students learn very little and retention is limited. Teachers must build on prior learning. Material is forgotten because the information is not retrievable due to interference from other associations which are more important and relative to Indian students.

Students often bring known concepts to a situation which then can be associated with concepts or symbols yet unlearned. Also because of background ideas already internalized, the student can make "corrections" and accumulate a great deal of information.

Help students to sort out issues.

If Indian students are to make decisions about current issues and to weigh values against facts, then they will need to apply knowledge to meaningful issues in their lives. Students need daily practice in making decisions and sorting out issues.

Use encouragement.

> Tom, an Indian student, was an eighth grader who was placed in my class because of non-performance academically, and because he was a behavior problem. Tom did not complete any written assignments. He would sit at his desk and poke holes in the paper with his pencil. If he did write a word, he would immediately cross it out, tear it up, or crumple it up and throw it in the wastebasket. It seemed to me that Tom was afraid to write -- afraid that he might not do it right -- rather than that he lacked the skills to write, as had been assumed previously in the other classroom.

At the time that Tom joined us, the class was involved in creative writing projects. Previous lack of success in writing was something all of my students shared. We used anything and everything as ideas for writing short paragraphs and sentences. The goal was to get them accustomed to writing down what they were seeing, thinking, hearing, and to learn that whatever they wrote would be accepted. Grammar and spelling were not emphasized; the idea was to get them to write something, anything.

It took several weeks of Tom taking part in class discussions to learn that the other students' efforts were not criticized, and that all contributions were valuable. The whole class commented at various times on Tom's terrific sense of humor.

Sometimes we wrote stories together and Tom would participate verbally. One of our efforts was a collection of paragraphs written by the students and dittoed off into a book for each student. Tom was included in all activities and was invited to participate, but not criticized if he chose not to.

For the first two or three weeks Tom continued to mutilate his paper. I tried to encourage him by asking him to try, and by telling him that it was okay to make a mistake. I requested that he save his papers for me, as I liked to save the students' work, and I sat with him and physically helped him to write.

Finally, the day arrived when Tom wrote an entire sentence on his own. I forced myself not to grab his paper from him before he could mutilate it, and waited. He left it, and asked me to read it. I asked him if it was okay if I displayed it with the other stories. It was difficult to hide my elation, but I felt my encouragement had to be understated, as I didn't want to scare him off. Tom's reaction was limited to a slight grin but every once in a while I could catch him looking at his paper on the wall.

3.4 HOW DO TEACHERS PROMOTE ACTIVE CLASSROOM PARTICIPATION? (cont.)

Additional Suggestions:

Make contacts with students outside school setting.

Make frequent contacts with individual students--physical as well as verbal.

Solicit personal stories. Draw from the experiences of the students. Get to know their strengths.

Call upon shy children to elaborate on or agree with other students' responses.

3.4.1 WHAT DO TEACHERS DO WHEN STUDENTS REFUSE TO TALK?

Main Ideas	Specific Techniques and Information
Watch own behavior.	Students may act unproductively and passively when their classroom environment does not meet their basic psychological needs. Teachers, by their own behavior, may inadvertently be responsible for the undesirable behavior of these students.

Ralph, a sixth grade boy, refused to discuss social studies issues, behavior or any topic that was brought up for discussion. Miss Taylor brought up their topic during a group discussion meeting.

Teacher: "We seem to have a problem. Ralph refuses to take part in our group discussion. Does anyone have an idea of how come Ralph does this?"

Alice: "He just wants to show off."

Alan: "He wants to be the boss and show you that you can't make him."

Sally: "He wants to show his power."

Joel: "Yeah! He also gets out of a lot of work by doing that."

Observe your reaction to student behavior.

Al: "I heard Ralph say that he didn't like you and he wasn't going to work for you."

Teacher: "Wow! you really have some ideas about Ralph! Have you ever known a teacher who didn't like a student?"

Class: "Yes!"

Teacher: "Suppose this teacher did not pay attention to this student, didn't answer his hand, didn't check his papers -- just ignored him. What do you think about that?"

Student: "No, that wouldn't be right. Teachers can't do that. It's their job to pay attention to all of us. That wouldn't be fair."

Teacher: "Why not?"

Student: "Well, teachers are hired to teach, not to ignore the students. They cannot ignore helping someone just because they're mad at them or don't like them. They can't let their feelings get in the way of their responsibilities."

Remain calm and friendly.

Teacher: "Well then, how come a student doesn't have to participate. Is that fair?"

Student: "The teacher gets paid for teaching. We don't get paid to come to school."

Other Student: "That's right."

Teacher: "Do you mean to say that the learning you do is for me? Just out of the goodness of your heart?"

Students: "Well, no, not exactly."

Teacher: "Explain what you mean."

Student: "Some of us like to learn and some of us don't!"

Teacher: "Is that fair to yourself and to the teacher?"

Student: "I don't see why not."

Teacher: "What happens if you don't learn?"

Students: "We get bad grades."
"We bug the teacher."
"We lose out."
"We can't keep up with the rest of the class."

Solicit help from the group.

Teacher: "Okay! Let's go back now and see what we can do to help Ralph. He says he won't enter into the discussion. What can we do to help him so that he won't get behind and have poor grades?"

Students: "Maybe we can change his attitude."
"Maybe he just needs you to give him some special attention."
"Maybe he needs more time to think."

Use questions positively stated, beginning with, "Could it be _________?"

Teacher: "Ralph, could it be that you need more time to think things over?"

Ralph: "No, I don't need that!"

Teacher: "Could it be that you want me to pay more attention to you so that you will know that I like you and want you to be in this class?"

Ralph: (Ralph dropped his head indicating the teacher understood.)

Learn how students think.

From this discussion the teacher learned a great deal about what the students were thinking. The students figured out that they were the losers when they did not study or participate in class and that they were not being fair to themselves.

Help students to be aware of their private reasons.

Ralph became aware of his private reasons for refusing to discuss issues in class, reasons for which he was totally unaware. He knew he was uncomfortable but had no insight or understanding of his feelings. Once he understood and accepted his feelings, he was free then to participate in class.

Re-evaluate behavior diagnoses.

As Miss Taylor became aware of Ralph's feelings, she was able to correct her previous mistaken idea that Ralph was stubborn and was attempting to defeat her as a teacher. She was also able to relate to him in a more positive and personal way.

The existence of refusal to participate suggests some failure in the current teaching methods. The problems can be remedied by the use of social reinforcement, the redesign of the academic tasks, and the pacing, planning, scheduling, or the manner of presentation. Students vary extensively in physical and mental energies, from hyperactivity to lethargy. Teachers must recognize the variance in students' energy levels and adapt instruction accordingly.

Recognize variances in student energy levels.

By creating a positive learning environment and using effective instructional methods, the minor classroom disruptions would be reduced, providing more time for the teacher to work with students.

Kleinfeld (1972) says improved rapport with Indian students may occur if the teacher remembers the students' names and greets them in other places where their paths cross. Teachers who use nonverbal methods to communicate with Indian students usually establish rapport quite easily. Establishing a personal relationship outside of class means a special bond occurs in class. Teachers who gain a relatively high level of verbal participation from Indian students tend to respond to them in an intense personal way rather than keeping an impersonal professional distance.

Indian youngsters want teachers to be personal friends and to resolve academic problems in a social way rather than in a task-oriented manner. The terror of sitting in a class surrounded by non-Indian strangers can be very upsetting to the Indian child. This fear of strangers and possible humiliation may be a major reason why Indian students do not speak out in class. If the student speaks, others may laugh at him/her as a "dumb Indian". Indian students may "enclose themselves in a protective shield of silence", (Kleinfeld, 1972).

By the time a youngster is old enough to enter public school, much of his/her skill in language, behavior and personality have already been developed.

Help the child to accept difference as uniqueness.

What he/she finds at school will either reinforce and stimulate the learning process he/she has begun or else will bring such trauma that his/her intellectual growth will be stunted. Shortly after entering school, the Indian child realizes that he/she is different and that these differences are taken by society at large as a sign of inferiority.

Watch for non-verbal clues.

Sometimes Indian youngsters have to try harder to understand and to be understood and this can be a devastating experience for them. They may speak functional English plus their non-verbal language which is the subtle, unspoken communication of facial expression, gestures, body movement, and the use of personal space. Many Indian children are skillful interpreters of silent language.

Show respect to students.

Understand the possible reasons for silence.

Some Indian children use silence and non-participation with teachers from whom they receive no respect and for whom they feel no respect. Their silence provides them with a shelter where they can pursue their own academic interests in a manner and style that better suits them. Silence is sometimes used by students to control and push the teacher into a style of interaction that meets their standards, (Dumont and Wax, 1969).

Do not force speech.

Other Indian students may use silence to reduce the anxiety associated with speaking. This reduction of tension is rewarding, so the pattern of remaining silent is maintained and becomes resistant to change. Attempts to force speech from the child fail because the pressure of having to speak increases the fear and fortifies silence. Before the child will speak, he/she must feel more competent and less anxious than usual.

The shift in the role of the Indian from a passive, non-receptive attitude to a more active, responsible one is what we are striving for if maximum learning is to occur.

> Julie was a 4th grade student who used silence and a dead pan, expressionless face to maintain her distance from others. When asked a direct question by Miss Ross, her teacher, Julie would not respond verbally. She did, however, give Miss Ross a piercing "if looks could kill expression."

Establish a friendly relationship.

> Miss Ross knew she had to win Julie's cooperation and establish a friendly relationship. Each morning Miss Ross would greet Julie with a cheery "Hello there" or a smile "Good morning, Julie." During recess, lunch break, after school, or downtown when Julie was around, Miss Ross would speak to her. If Julie was in line, Miss Ross would pat her on the shoulder. In the classroom, Miss Ross kneeled down by Julie's desk, so she would be on the same level with Julie, and they could maintain eye contact. Miss Ross also encouraged Julie in the classroom, on a one-to-one basis. Gradually Julie began to thaw. One day Julie gave a big smile and a big sigh, and Miss Ross knew she had broken through Julie's barrier. Acceptance and trust had been established.

Additional Suggestions:

Use yourself--let the joke be on you. Reverse roles.

Involve students in planning lessons.

Use a hot political issue close to the students and let them discuss pros and cons.

Use puppets and role-playing.

Use small groups or teams for projects and discussions.

3.4.2 WHY DO SOME INDIAN STUDENTS SEEM DEPRESSED AND DISCOURAGED?

Main Ideas	Specific Techniques and Information
Use encouragement.	When youngsters become discouraged they may become emotional. The most effective way for the teacher to avoid entering into emotional traps is to allow the youngster to be responsible for his/her own feelings. The teacher needs to learn not to respond in the usual ways. While encouraging youngsters to be responsible for their feelings, the teacher needs to keep an eye on his/her own behavior and remain calm. Teachers need a support group to talk with and to gain new perspectives. They need methods to relieve themselves psychologically so they can minimize stress and teacher burn-out.
	Youngsters may use apathy to defeat the teacher. The "I don't care" attitude tells us that youngsters don't believe that they are in control of their lives. They feel that they have no value as a person. They are very discouraged and see no way that they can impact the school or society. (See Self-Esteem, Part One)
	Sometimes youngsters use angry behavior. They become very busy putting energy into getting what they want. They are quite difficult to talk with because they have no interest in cooperating.
Understand that a number of students are depressed.	Sadness and depression are closely related to anger. Depression is anger turned inward and is sometimes referred to as a "silent temper tantrum." Depression is not a very effective way to cope but it does give a person some time out from life. Quite often suppressed anger is due to the lack of attention, support and love. Be aware that much of this anger may stem from home/family conditions.
Observe how students use their emotions to get their own way.	A youngster may use these emotions to win, to control others, to get even, to demonstrate power, to avoid participating in life or getting involved with others, to control others, to avoid responsibility, to gain attention or to get revenge. Many youngsters will use silence, not turning in work, turning work in late and other non-verbal apathetic actions and sometimes hostile behavior. School should be a successful place for students.

3.4.2 WHY DO SOME INDIAN STUDENTS SEEM DEPRESSED AND DISCOURAGED? (cont.)

During crisis situations, students often retreat into a solitary world and don't communicate with either peers or the teacher. They maintain a personal-emotional distance. Crisis situations include:

- student to student crisis: threats, teasing, separation
- student-teacher crisis: forgetting homework, talking back, violating a rule, not doing assignment
- internal crisis: disappointment, fight with parents, failure, feelings of inadequacy

Provide areas of "psychological safety."

Although the teacher may not be able to deal directly with the issue it is necessary to maintain contact with the student by involving the student in an area or activity that is psychologically safe. A cooperative arrangement among the teachers and students can promote a warm, accepting climate in the classroom through respect for individual differences.

Students may need a "safe place" in the classroom where they can go silently and regroup themselves -- where they can pound on clay, run their fingers through sand, or watch fish in the bowl -- until they can return to their desk when able to work again. In some instances, they may need to go to another place outside the classroom, but away from people.

Sometimes they may need the services of a counselor and/or social worker and/or home-school liason worker.

3.5 HOW DO TEACHERS HANDLE STUDENT PEER PRESSURE?

Main Ideas	Specific Techniques and Information
Discuss the influence of peers upon their friends.	The peer group plays a significant and important place in youngsters' lives. The approval of peers becomes more important than that of other people. Peers use social reinforcement to gain conformity. Peers must be won over.
	Youngsters often pursue the goals of peer acceptance, excitement and superiority, and these goals are frequently related to child/adult relationships. The self-destructive use of cigarettes, alcohol and other drugs provide not only excitement and peer acceptance, but also a means to seek revenge and power over an adult's attempt to control the youngster's activities.
	Youngsters who act irresponsibly are: justifying their misbehavior, afraid to accept responsibilty for their actions, afraid to criticize themselves.
Help youngsters to feel better about self.	When youngsters discover a feeling or sense of belonging through positive behavior, they are less likely to misbehave. As youngsters feel better about themselves, they tend to be more respectful of others. If the teacher can recognize youngsters as people of equal worth and dignity, the teacher will feel less inclined to force them into his or her idea of an acceptable person or mold. Guidance encourages cooperation while force and/or rejection encourages rebellion.
	The use of the group to motivate an Indian youngster constitutes an effective way to teach and to exert corrective influences on the Indian child.

Use group discussions.

Group discussion in the classroom is a means by which children can integrate themselves into the class as a whole, with status and responsibility. They will enhance learning through accumulated information and learn to communicate ideas which leads to problem solving. (See Group Discussion - Part II)

Mrs. Mills, 6th grade teacher, noticed two Indian students, Jim and Charlie, who had been near the top of the class, were beginning to fall behind. She was also aware that three other Indian students, Robert, George, and Sam, were making sarcastic remarks to Jim and Charlie as "Hey, you think you are a big shot?", "What color is your skin?", "You want to make us look bad?"

Encourage participation by all students.

At the next regular group discussion, Mrs. Mills presented the problem of put downs to students who strived to get good grades. During the discussion, Mrs. Mills brought up the following questions:

1. Why do you suppose some kids don't want to succeed in school?
2. Why do you think that some kids don't help others to succeed in school or don't want others to succeed?
3. Could it be that some kids put others down for succeeding in school because they feel bad about themselves and want to pull others down with them?
4. Why do kids need to go to school?
5. What's the use of going to school if you don't learn?
6. Could it be that kids use not learning or not succeeding in school in order to defeat their parents? their teachers?
7. Who are you really defeating? Who will be the one that will eventually get hurt?

8. What could we do as a group to help those kids like Robert, George, and Sam who don't want others to succeed?

9. What could we do as a group to help those kids who do not want to succeed in school?

Promote students to learn to help each other.

The students came up with a variety of suggestions. Class members began to notice and interact in a positive way with Robert, George, and Sam. They also began to help the three boys with their school work. It took several weeks before the three boys felt like accepted members of the group, changed their attitudes, and discovered that learning could be fun.

During the group sessions, Mrs. Mills and the class members continued to encourage the three boys. The entire class benefited. Jim and Charlie pulled their grades back up; Robert, George, and Sam increased their self-esteem. The other class members found new friends.

Observe how the values of jealousy and vengeance operate in the school and community.

In some Indian communities, when an Indian begins to achieve something good, other Indians may become jealous and may talk about him or her in a negative way in order to bring him or her down.

Be aware that teasing by parents is a method of discipline.

When an Indian runs another Indian down, the individual rarely gets angry because it is understood that the whole matter is not serious, but that teasing is really a tactic or mode of operation. Teasing teaches the Indian how to deal with hostile forces. The use of analogies is also a common mode to make a point.

The following incident is an example of the above. This incident was told by Joe Coburn, 1985.

> "One time, the Indian Program was being reviewed by external reviewers hired by the National Institute of Education. They were a group of Indians from throughout the country. One of the reviewers was from my tribal home, a Klamath whom I had known for many years. We were busy setting up the room for the initial interview when the fellow from my home came in. We greeted each other, shook hands, and he said, 'Hey Joe, I brought you an old doe -- it's down in my trunk.' We laughed a little bit and I said, 'Well, you probably ran over it.'
>
> Shortly thereafter, I left the room and here was my boss telling the Lab director, 'Hey, we got it made. One of the guys brought Joe a deer.' I paused for a moment and told my boss, 'No, wait a minute, there's no deer. You have to understand that hunting deer is very important to Klamath males. If you are a male of any worth you have to be a good hunter.' My boss said, 'I can understand that.' I said, 'My friend and I were trading friendly insults. He was telling me that he felt sorry for me and that he had killed a deer for me because I was a poor hunter and he wanted me to have something to eat. The further insult was that it was a doe, which is the easiest to kill and insinuated that was what I usually ate. When I told him that he probably ran over it, I was returning the insult by telling him that he couldn't hunt either. So this was sort of a friendly teasing, an inside joke. What he was really telling me was that we are in an odd situation. I'm reviewing your program and I have no hostility -- I'm here on a friendly basis. I was telling him that I accept you on that basis.'"

To the outsider (Joe's boss and others) an entirely different story came across. Everyone thought Joe's friend had brought him a deer as a token of their friendship.

Indians learn early how to analyze the basic belief of others. He/she learns how to attack these beliefs and the Indian being attacked learns how to defend his/her position. The teasing process is usually tied to what the person is wearing, how he/she walks, talks or relates to others.

Provide an environment free from negative remarks.

Understands that teasing by peers can be humiliating.

Sometimes in school, an Indian student will not answer even though he or she may know the answer, because of teasing by another Indian student. Indian youngsters must be helped to see that every time they are tempted to tease, to laugh, or to jeer at someone for getting good grades, for answering in class, or for doing something good, they are putting down the entire Indian group as well as that individual. Indian youngsters should not be afraid of being teased for participating in class. They should be encouraged by other Indian students and understand that they are raising the pride and esteem of the whole group by their positive actions.

Additional Suggestions:

Help the student to feel more adequate about himself.

List a number of personal beliefs about other people.

Compare one's personal beliefs with beliefs of others.

Have each student develop a set of beliefs.

Develop a coat-of-arms or symbol which reflects this ideal.

Help students to feel better about self.

Promote role-playing, decision-making and ownership of one's behavior.

Use group projects to develop positive peer relations.

Create an atmosphere where there is no place for "put downs."

3.6 HOW SHOULD TEACHERS HANDLE HOMEWORK?

Main Ideas	Specific Techniques and Information
Assign some homework.	Homework should be assigned on a regular basis at least several times a week, with the exception of Friday. Weekends should be left free for Indian children to be involved in family and community activities. Homework should focus on skills and concepts covered during the instructional period. Homework should not include new skills. Keep the pieces of homework small. Try for a level of difficulty that allows for a high success rate of 80-90 percent. Check the homework within 24 hours, if possible, and provide feedback in terms of accuracy and quality. Hold the students accountable for their homework. Point systems and bonus awards are helpful. The teacher should assign homework on a regular basis as a means of: o extending instruction, o providing parents an opportunity to tutor or assist children at home, if they have the time or skills, and o letting the parents have some idea of what their child is learning in school. The amount and frequency of homework is related to the child's age, the subject and grade. It has been suggested that not more than 15 minutes of homework be assigned for each subject area being studied. The value of homework is primarily a way of training children to: o retain concepts previously taught, o work on their own, and o accept responsibility.
Homework is the student's responsibility.	Homework is the student's responsibility. The parent's main responsibility is to provide space, time and a relatively quiet place for the child to study. The parent is not there in the capacity of the teacher. Not all parents have the academic skills to assist their child and should not be expected to be put in that position.

Provide a place to study if child has no place to study at home.

If the child does not have an adequate place to study at home, provisions should be made for the child to do homework after school hours either in the school or in the community center. Some tribes have set up centers where the child can go after school or after dinner and work on school subjects. Often an older student or a tutor of some kind will be present to assist. Sometimes buses are arranged to pick the child up for after school study and other activities.

Publish a guide for parents that describes concrete ways to help students be successful in school. The guide should encourage parents to monitor academic progress by looking at report cards, tests and daily work, including daily discussion of school work at home. The guide should also give guidelines for:

- limiting television viewing
- setting up a study center
- tutoring students who need help at home
- suggestions for motivating students, including lists of rewards and how they can be appropriately used

Additional Suggestions:

Apply past learning to new situations.

Use student helpers to check.

Allow students to demonstrate learning over repeated trials.

Weekly and monthly review.

Provide student feedback on their homework.

POINTS TO REMEMBER

Direct Instruction

1. The instruction is appropriate to the learning style of the Indian student.
2. The instructional materials are culturally appropriate to Indian learners.
3. Culturally appropriate materials are integrated into all areas of the curriculum.
4. The teacher uses team or group work.
5. Manipulative materials are used in the classroom.
6. The teacher shows high expectations for academic achievement and behavior.
7. The teacher identifies behaviors for a particular setting.
8. Instructions, explanations, questions and feedback are clear.
9. The teacher circulates around the room during seatwork practice periods.
10. The teacher keeps seat monitoring contact with students very short -- 30-45 seconds.
11. Difficult concepts are presented in small segments.
12. The teacher checks to see if students understand the task.
13. Directions are repeated if students seem uncertain as to what to do.
14. The teacher scans the classroom regularly.
15. Students are called on at random.
16. The teacher models the skill.

Direct Instruction (continued)

17. The teacher checks for verbal understanding.

19. Student call-outs for help are ignored.

20. Appropriate prompts or cues are provided in doing the assignment.

21. The teacher refrains from doing the student's work.

22. Students are encouraged to complete tasks on their own.

23. Students' correct responses are emphasized and mistakes minimized.

24. Students correct their errors to the 100% level or are given additional instruction as necessary.

25. Brief questions are asked on points being taught.

26. The teacher focuses on one thought at a time.

27. The teacher stays with the topic repeating materials until students understand.

28. Peer tutors are used to help others.

29. The structure of the classroom is such that students know what to do, when, where and how.

30. Students are provided with verbal feedback regarding academic and behavior growth.

31. Students are provided with graphic feedback regarding academic and behavior growth.

32. The students' learning programs are modified to meet the students' rate of learning.

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PART FOUR

4. EFFECTIVE TIME MANAGEMENT PRACTICES

Introduction

Time is important to students. The more time students spend actively learning and practicing a skill, the more often students can have a high rate of success by having instructional strategies and materials geared to their achievement level. The more time students are involved in successful learning activities, the more student performance will improve.

Student opportunity or time to learn is a major determinant of their learning. Teachers who show substantial achievement gains in their students tend to have most of the characteristics identified by Kounin (1970) as keys to effective classroom instruction. These characteristics include the following.

1. "With-it-ness" - monitors entire class continuously; (stationing themselves where they can see all students continuously to eliminate disruptive behavior)

2. Overlapping - can do two or more things simultaneously without having to break the classroom flow of events; (can assist a student and monitor rest of classroom at the same time)

3. Signal Continuity - smoothness, and momentum; (moves activity along at a good pace, without confusion or loss of focus, avoiding sudden stops and starts, bursting in regardless of group's readiness and switching back and forth between activities)

4. Variety and challenge in seatwork provides seatwork that is at the right level of difficulty for students and is interesting enough to hold their attention; (easy enough to allow successful completion but difficult or different enough from previous work to challenge each student)

5. Group alerting and accountability techniques maintains a group focus in group work rather than zeroing in on one child, keeps students alert and holds them accountable for their performance; (being deliberately unpredictable in questioning patterns, frequently calling on nonvolunteers, and calling on listeners to comment on or correct a response, and presenting novel and interesting material)

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Knowing that time can increase student achievement, teachers should allocate more student time to academic tasks.

Many Indians have a different conception of time than does the dominant society. Indians are time conscious -- an internal time -- consciousness that deals with the natural phenomena: mornings, days, nights, months as moons, and years as seasons or winters. Time is a sequence of events - the natural process that takes place while living substance acts out its life drama. There is a different time for everything which can be altered by circumstances. Time is not duration, nor is it a quantity; it is what happens when the corn ripens or the leaves turn yellow and red, or when the first snow flies.

Edward T. Hall, 1976, said that "time is a cultural invention." In the European-American culture, everything is done according to the clock and calendar. In the classrooms, the time periods bear no relationship to the time required to deal with a given subject, to say nothing of the particular state of the class at the moment the bell rings. The first lesson the child learns is the culturally important point that schedules are sacred and rule everything. The conflict between different formal time systems and the informal time signals from different cultures may have tragic outcomes.

The Indian value of sharing quite often gets mixed up with the sense of time. If an Indian has a conference or a class and meets a friend on the way, sharing with a friend is more important than being on time for an appointment or class. The Indian child then is chastised for being late to class or to an appointment with the counselor. He/she may be labeled as unreliable and/or irresponsible.

Teachers of Indian students need to be aware of the Indian concept of time. However, teachers need to help students come to grips with the fact that most of their dealings in the world of business operate on schedules and clock time. They need to be able to operate on clock-time and on "Indian time" -- depending on the circumstance or situation. Teachers need to teach Indian students to operate on clock-time. This is one part of the bi-cultural process.

4.1 WHAT ARE TIME MANAGEMENT PRINCIPLES AND PRACTICES?

Main Ideas	Specific Techniques and Information
Have a firm lesson plan in hand.	One key factor in the use of time is how well the teacher manages the work of the classroom - both instructional and non-instructional. Teachers must plan their academic program, organize time and materials, maintain student on-task behavior and generally teach students in an effective and efficient manner.
Have set routines to begin the day.	Set up a routine. Everything teachers think or do takes time. Rituals help the class synchronize their pace each day.
Start and end classes on time.	Start lessons on time. Don't penalize those arriving on time and reward late-comers by waiting for them.
Give clear start and stop cues.	Start with and stick to lesson plans.
Encourage students to use the clock to pace themselves.	Students use of time is rarely spent as they think it is. The mind plays tricks on the owners and deceives them into thinking their time is going where it *should* be going rather than where it is *actually* going. Rodney had allotted himself an hour and thirty minutes to study Electronics and German. Rodney spent about forty minutes getting ready to study. He couldn't understand, "How come I didn't finish my homework! I've worked on it for an hour and a half."
Prepare things in advance.	Be prepared. Daily planning, formulated the afternoon before and in line with the educational objectives and events, is essential to effective use of class time.
Plan realistic lessons. Plan the time to fit the lesson rather than the lesson to fit the time.	Time available should be allotted to tasks in order of priority. Quite often the teacher hopes students will be able to complete their tasks sooner than is possible. Sometimes teachers accept and expect from students unrealistic time estimates.

Know your student's capacity for work but don't underestimate it.

Teachers often underestimate problems, fail to anticipate them, or even over-respond by treating all problems as if they were a crisis. This tendency toward crisis management and "band-aiding" causes undue anxiety, impaired judgment, and wasted time and effort.

Monitor and adjust activities.

Similar academic tasks should be grouped within the periods of the day to eliminate repetitive actions and minimize interruptions.

Use routines to handle administrative tasks.

Administrative routine tasks should be consolidated. Get organized to permit effective handling of administrative tasks. Tackle toughest or higher priority tasks first. Keep the papers moving. Handle them once.

Establish a "quiet hour" for completing administrative tasks. Effective action produces maximum results with a minimum amount of time spent.

Additional Suggestions:

Main Ideas

Specific Techniques and Information

Student learning depends on how the time is used rather than the amount of time available. If there are periods of "dead time" (nothing happening) this is time lost or wasted. In order not to keep students waiting for help:

- Monitor student behavior by moving around the classroom and answering questions as they arise.
- Anticipate student behaviors and head off problems before they begin.
- Anticipate when students will finish by checking their progress. Have the next activity ready.
- Have on-going assignments and/or give students alternative tasks.

Provide students aerobic exercise time as break between activities.

For some students there is a point at which more time does not produce more achievement or learning. A short exercise break for one or two minutes is helpful to break the monotony and to relax muscles and mind.

Periodically check percentage of time spent in each specific activity.

Teachers need to look at the percentage of time spent in each specific activity. During any subject matter period, there are a variety of activities that take place each period. Also some activities occur simultaneously, and percentages will add up to more than 100 percent. For example, a social studies period might break down into percentages as follows:

Activity	Percent
Review of previous lesson	5
Introduction of today's lesson	3
Making assignments	5
Instruction and cues	16
Reading silently	14
Discussion	8
Student questions	6
Written assignments	20
Test or quiz	1
Social interaction	7
Monitoring seat work	20
Behavior management	2
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There is a difference in the time scheduled for instruction, such as a class period (allocated time) and the time actually engaged in learning activities (engaged time or time on task). Allocated time depends on school policy decisions and finances; engaged time depends on the teacher's managerial skills.

Increase the ratio between allocated time and engaged time.

Engaged time is the essence of classroom learning. It is the amount of time students actually spend studying a subject or completing assigned learning activities. Non-engaged time can interfere with learning in many classes.

Program students to work at their success level.

Academic learning time dictates the task in which a student is engaged, and must be at an appropriate level of difficulty so the student can complete it successfully. If the task is too difficult, engaged time becomes floundering time; if the task is too easy, engaged time is wasted time. When the task is at the correct level of difficulty to promote success, students usually spend more time on task.

Teach students personal time management.

Personal time management is also important. Teach students to take a few minutes to decide the three or four most important jobs that they face every day. Points to remember in personal time management:

- Tackle jobs one at a time.
- Don't be interrupted by anything else unless it is positively urgent.
- Get back to the unfinished job as soon as possible.
- Don't leave job half-done and start something else.
- Implementation of time planning and follow-up on a daily basis is essential for effective time management.

The American Association of School Administrators publication Time On Task lists Classroom Factors that Affect Learning Time. They are:

Classroom factors do affect learning time.

CLASSROOM FACTORS THAT AFFECT LEARNING TIME

STUDENTS

Personal Behavior
- misbehavior
- absenteeism
- tardiness

Psychological Traits
- aptitude
- ability
- prior knowledge
- motivation

TEACHERS

Personal Behavior
- managerial skills
- preparation
- organizational
- ability to implement strategies

Teaching Strategies
- seatwork
- individual instruction groupings
- whole class/direct instruction
- mastery learning
- peer group tutoring

SPECIAL CASES

pull-outs
interruptions

Additional Suggestions:

Have additional activities ready just in case extra time is available.

Schedule important lessons around "pull-outs" or outside activities and energy levels.

Minimize outside disruptions to the class such as "pull-outs."

4.2.1 HOW DO TEACHERS REDUCE INTERRUPTIONS IN STUDENT LEARNING TIME?

Main Ideas

Check individual student schedules.

Identify interruptions.

Specific Techniques and Information

It is imperative schools reduce the incidences of interruptions in student learning time so that more learning can take place. Teachers are responsible for keeping students engaged in learning tasks.

Interruptions have been identified as those:

1. originating outside the classroom
    - public address system (indiscriminate use of intercom any time of the day is the most common interruption)
    - calls for student to leave the classroom (to meet with counselors or social workers, to participate in school-sponsored or extracurricular activities, etc.)
2. originating inside the classroom
    - inadequate lesson planning
    - inappropriate teacher behavior
    - ineffective grouping of students for instruction
    - inappropriate student behavior, etc.

4.2.1 HOW DO TEACHERS REDUCE INTERRUPTIONS IN STUDENT LEARNING TIME? (cont.)

Interruptions may be cut down by:

Check class schedules.

- looking at schedules to see how much learning time is lost to outside interruptions
- having well-prepared lesson plans so that they can start and stop on time with minimum time lost
- handling misbehavior and negative interactions by the use of preventative behavior management skills
- scheduling instructional time devoted to basic skills and required classes so that they are disrupted as little as possible (instruction time is valuable time)
- scheduling students with special needs around basic skill time
- conducting an analysis of the amount of disruption time (student/hours) attributed to supplemental, remedial, enrichment, extracurricular activities and other "pull-out" disruptions
- devising a system so that students know what to do when they finish an assignment

Additional Suggestions:

4.2.2 WHAT METHODS DO TEACHERS USE TO GET CLASSES STARTED AND ENDED ON TIME?

Main Ideas

Specific Techniques and Information

Prepare in advance.

The teacher should be prepared with lesson plans and instructional material. The teacher should show the students what to do rather than motivate them to do something they already know how to do. Instruction should be arranged in a way that speeds attention and participation. The teacher should provide clear starts, stops, and transitions.

Be enthusiastic.

The teacher enhances the challenge of activities by showing zest and enthusiasm, physically and verbally, and by getting the students to be more enthusiastic, involved and curious.

Set up a program of Time on Task for those youngsters who are slow to begin work or who waste time.

Time on task is one way of helping a reluctant learner or a dawdler to attend to the academic task at hand. This is usually done in 10-15 minute segments during the entire day.

> Sandy was an Indian student in the 6th grade. He spent much of his time gazing around the classroom. Miss Simmons set up a "Time on Task" program for Sandy. She divided the day into 10 minute segments. During each 10 minutes she would glance at Sandy. If he was working she recorded a +. If he was not working, she recorded a 0. At the end of the day, she transferred the +'s and 0's into a percent of time on task.
>
> In the beginning Sandy's baseline was 55 percent time on task. The long range goal for the year was decided jointly by Sandy and Miss Simmons to be 95 percent. Each day the time on task was charted on a bar graph. It had also been agreed that Sandy would work toward increasing the amount of time by 2-3 percent each day. The idea was to help Sandy have success by not making the steps too large. However, if Sandy felt he could make a greater gain and maintain it, this could be negotiated. When the program was first started in October Sandy was on a "honeymoon" and averaged about 80 percent. However, in November his percentage decreased to 60 percent and then began to slowly increase. By May he had reached and was maintaining a 95 percent average.

4.2.2 WHAT METHODS DO TEACHERS USE TO GET CLASSES STARTED AND ENDED ON TIME? (cont.)

Sometimes it is impossible for a teacher to observe each child systematically and continuously: teachers are busy managing lessons, working with individual students, or checking papers. To check learning time, you need some help from an observer, e.g., the principal.

The observer sits in the classroom and watches students, marking whether they are engaged or non-engaged in learning activities.

Additional Suggestions:

Involve students in determining needed time.

Have room set up for activities, especially if they are new activities.

Give clear/concise directions.

Know when to stop an activity.

Have materials ready. Give clear start and stop cues.

4.2.3 HOW DO TEACHERS HANDLE PACING?

Main Ideas

Specific Techniques and Information

Set and maintain a brisk pace.

Pacing refers both to amounts of time allotted to activities and to the amount of time allotted to separate aspects within an activity. As the teacher, you need to reserve as much time for instruction as possible, and to carry out the opening, checking, closing activities and transitions in an efficient manner.

Pay attention to time constraints.

Students need to know how much material will be covered during the class period. When lessons are paced too quickly, too slowly or unevenly, a breakdown in learning occurs for some students. Lessons should be designed and reasonably paced. To assure that this is happening:

1. A teacher should use a grade level text, teach materials in sequence, and not skip around.
2. A teacher should be well-prepared, review prior concepts and content material, and introduce new vocabulary to students.
3. The teacher should check frequently through questions, written work, etc., during the content development, and adjust the work according to feedback. If there is misunderstanding, quite a number of questions or a number of incorrect responses, then the teacher needs to slow the pace and provide more instruction. If students are progressing satisfactorily, the teacher can pick up the tempo. If a student or two does not understand the process, arrange to see them in a tutorial setting after class, and continue with instructions.

Build in some flexibility to allow for differences.

Encourage students to pace their work.

One of the big deterrents to student learning is uneven pacing--spending too much time on one section of the lesson and hurrying through the rest. Encourage students to pace their work and to set their own goals. It takes careful planning and keeping track of time in order to deal appropriately with each part of the lesson.

4.3 WHAT DO TEACHERS DO TO HELP INSURE SMOOTH TRANSITIONS?

Main Ideas	Specific Techniques and Information

Give students cues -- verbal and visual (3 - 5 minutes ahead) -- that change is occurring.

Transition time from one activity to another can be a smooth operation if students understand the routine and are given verbal and visual cues that change is occurring. Transition activities include:

- o waiting for an assigned task
- o attending to tasks such as taking roll or distributing papers
- o getting out books or other materials
- o sharpening pencils
- o listening to directions
- o interacting with the teacher for disciplinary reasons
- o waiting for the teacher's help
- o listening to class interruptions, such as school-wide announcements
- o cleaning up

Hold to routine.

The routine of transition should have been discussed and understood during the first three weeks of school. If additional instructions are needed for a particular or special activity, directions should be clear and concise. Let students know how much "ending" time they are allowed.

Write changes in routine on the board early in day.

Have a schedule of activities and time posted for all to see so each can be responsible for self. Additional suggestions as developed by Engle, Northwest Regional Educational Laboratory (1982) are as follows.

- o Develop routines so that students know exactly what to do during transitions. Let students know when new activities are coming up.

4.3 WHAT DO TEACHERS DO TO HELP SMOOTH TRANSITIONS? (cont.)

Give clear instructions about how to proceed and materials needed.

- Plan for transitions so that everything is ready and quickly handed out.
- Establish clear rules at the start of the year. Enforce them consistently.
- Make instructions clear and brief.
- Take the lead in starting up--don't wait for things to settle down.
- Arrange the classroom to reduce distractions, interruptions and students moving around. Structure seating and activities so that it is easy to monitor all students.
- Foster good work habits in students, such as keeping a subject notebook, writing down assignments, bringing sharp pencils.

Additional Suggestions:

Give verbal prompts to keep students with you.

4.4 HOW DOES THE TEACHER PRIORITIZE LEARNING ACTIVITIES?

Main Ideas	Specific Techniques and Information
Set daily priorities for learning activities.	In prioritizing learning activities the teacher needs to keep the curriculum culturally related in all areas. Whenever possible and whenever staff and money are available, students should have cultural awareness classes beginning from kindergarten on up. During these classes, students can become consciously aware of the Indian value system in general, of the Indian notion of what a successful person is, and of specific cultural behaviors which Indian people admire and actively exercise. Such classes can also be used to show the Indian students that it is not a matter of choosing between being Indian or being "white." Rather, schools can assist the students by providing the tools of reading, writing, and research methods that the Indian students can use to become better Indian persons. Indian students need to be taught their own values in order to utilize these values as motivation for their own kind of personal fulfillment and adjustment in the pluralistic society in which they must live, (Bryde, 1983).
Give additional attention to basic skills.	Many Indian students are behind several grade levels. Many Indian students are weak in the basic skills. They need frequent additional drill and practice in these areas.
	The State Department of Education allocates time for certain subjects. The individual teacher prioritizes the amount of minutes used for direct instruction and drill.
Coordinate program objectives with district scope and sequence.	Use the district scope/sequence and program objectives to help prioritize student learning.
	A high priority should be placed on what students see as important. For example, for Indian students P.E. is a high priority. Provide for participation in spectator sports during after school hours which might include providing for bus transportation.

4.4 HOW DOES THE TEACHER PRIORITIZE LEARNING ACTIVITIES? (cont.)

Additional Suggestions:

Vary activities within a lesson. Have alternatives ready.

Balance difficult and easy lessons.

Adjust class strengths and weaknesses.

Have students brainstorm possible lesson revisions.

4.5 HOW CAN TEACHERS TEACH INDIAN STUDENTS ABOUT TIME?

Main Ideas	Specific Techniques and Information
Students need to understand the concept of time.	In order to help Indian students understand the European-American concept of time, a unit of curriculum could be devoted to Time. Some of the activities could include the following. o Students will describe natural phenomena that are explained by stories and folklore. o Students will describe the historical development of calendar time systems across cultures. o Students will discuss the names of Indian calendar months and describe what tribes do during those months. o Students will discuss other Indian beliefs concerning time: -- Time is sacred as a record of individual experiences -- Time is celebrated rather than annihilated [Hatfield, John, and Irby, Charles C. (1976) reviewed sacred time and space as it is revealed in traditional Native American Cosmogony (according to Mircea Eliade) of six Indian tribes: time was referred to as profane, time must be annihilated, time is sacred, and time is celebrated] -- other beliefs --
Students need to learn to plan for the future.	o Students will discuss the belief that time is present-oriented versus a resistance to planning for the future

POINTS TO REMEMBER

TIME MANAGEMENT

1. Transitions should be smooth from one activity to another.
2. Classes should start and stop on time.
3. Students should be encouraged to use the clock to pace themselves.
4. Students should be given exercise breaks so they can relax.
5. Lessons should be planned so that there is little or no dead time.

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PART FIVE

5. EFFECTIVE PARENT AND COMMUNITY INVOLVEMENT PRACTICES

Introduction

Parent involvement is an essential element in Indian educational programs. Educators all recognize the family as an influential factor in the growth and development of the child; teachers and parents are viewed as partners in helping the child reach maximum potential. Indian parents can be involved meaningfully in a number of ways: through joint decision making, in improved school/community relations, as allies in problem solving, and most importantly, as part of a comprehensive service delivery system. Teachers need parent participation in program activities in a variety of roles and expect them to carry over into the home what is learned in schools. These roles include the teacher, curriculum developer, counselor, assessor of skill, evaluator, social worker, disseminator, part-time administrator and all other school-related personnel.

Despite the need for parent involvement in programs for Indian students, students and families are usually ignored in school programs. Some reasons for the lack of involvement include:

1. Many Indian parents feel alienated from the regular school program. Teachers and other school personnel frequently use unfamiliar language or jargon in describing activities in the classroom. Indian parents then view what goes on in the classroom as mysterious and something they cannot understand, or are not expected to understand, (Kroth and Scholl, 1978). Some parents clearly remember their own school experiences. For many parents, school was a very painful experience. They were actually angry and afraid of teachers and still carry those feelings and attitudes into today's world, unless they have good reason to feel otherwise.
2. Many educators fear involvement with Indian parents in the school program. Often school staff members do not know how to work with Indian parents even though they may recognize the value of such participation. Many staff members do not know how to talk to Indian parents.
3. Some Indian parents feel they have no sense of power in the system. Some Indian parents have attempted to get involved but became disillusioned when their involvement seemed to make no apparent difference, or their efforts were largely ignored by educators or those in power.
4. Lines of communication between the school and parent are frequently not clear, and Indian parents may be confused about where to go for help or assistance. The larger the school, the less likely an Indian parent is able to identify resources. Lines of communication may be only one way. Information goes from the school to the home, with no opportunity for feedback. Schools should provide a clearly defined procedure for parent visits and involvement.

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In spite of these problems, schools can and should become involved with the parents of Indian children. Indian parents' participation should be encouraged through planned programs/visitations which will help them to be informed and knowledgeable about all aspects of their child's education, and will also keep the school personnel informed and knowledgeable concerning what is happening in the Indian community.

A parent visiting the school should rate a number one priority from the teacher. Many times the school staff believe they are too busy and tend to feel that someone else should take care of the parents. As a result, Indian parents may shy away from school. They get the feeling that they are not really wanted and that they are imposing. Most parents feel lost, but some parents respond warmly and appreciatively to any extra effort put forth in their behalf. Much goodwill is the result of making a parent feel wanted. Many parents do wish to become involved in the school but many are hesitant to do so. Parents who volunteer or work as teacher aides in the school get to know what occurs in the classroom and become more supportive of the educational program.

Fay Lesmeister (1977) states, "If the education of children is to assume the nature of a joint effort, emphasis must be given to the advantage of the superior power of the parent-child relationship by establishing a formal partnership between home and school to produce better educated children. Such a partnership requires that parents have:

- First hand knowledge of the classroom experience which plays a major role in the child's life.
- Direct contact with its counterpart in the lives of other children (other parents).
- The technical skill to evaluate, complement and extend the educational experiences of their child.

"While the primary aim of parental involvement is to broaden the learning opportunities for children, there are side advantages for the teacher, the school and the parent:

- the teacher has the opportunity to learn more about the background of children,
- the school is the recipient of more vocal or verbal support from parents familiar with its program and,
- parents are able to share in their child's development and,
- parents are able to enrich their own lives through meaningful contribution to their community."

5.1 HOW DO PARENTS GET INVOLVED?

Inform parents about your needs for their involvement.

Solicit cooperation and communication between parents and school.

Solicit volunteers to serve as an aide in the classroom.

Parent involvement may take on many aspects according to the needs, interests, past school experiences and self-confidence of the individual. Parent involvement includes re-educating or re-orienting parents into the insights of current teaching strategies.

The role of parents making educational decisions began to develop when the Federal Government appropriated money to implement the Elementary and Secondary Education Act. At present, most of the federal education guidelines require parent involvement and, as a result, parent advisory committees. The Handbook for Indian Parent Committees, published by Education System Planning, Inc. 1980, states: "All parents with Indian children served by the program should be involved in the following manner:

- opportunity to express what they feel their children need in terms of an educational program
- the opportunity to assure that their concerns are reflected in the objectives of the program
- if their concerns are not reflected, then parents should have the opportunity to know why they are not
- the opportunity to be kept aware of the progress of the program
- volunteer their skills in such areas as storytelling, listening to a child read, or duplicating materials for the teacher, are only a few of the areas in which parents can be of help."

5.1 HOW DO PARENTS GET INVOLVED? (cont.)

Set up a home/school communication system.

Invite parents to visit the classroom.

Parental involvement requires some encouragement and reminding for parents who may not have happy memories of school experiences. With an effective home/school communication system, it is possible to have all parents observe their child in the classroom. By having monthly parent group meetings, the teacher can suggest that parents visit their child's classroom by scheduling a particular week for a certain family to make a school visit. By scheduling a specific week (rather than a specific day) the Indian parent will in all likelihood visit the classroom sometime during that week. Parents could be given an observation checklist which they could fill out on their own. By having such a checklist, the parent would become a participant in the classroom rather than feeling like an outsider. The parent can then begin to appreciate and to experience the daily workings of a classroom. The teacher could also make an appointment with the family to make a home visit in the evening on the same day or day after the parent observation, (Alan-Haig-Brown, 1983).

> Mrs. Rust, fifth grade teacher, was becoming discouraged because she was unable to get the parents of her Indian students to come in for conferences, or even for informal discussion. She decided that if the Indian parents wouldn't come to her, she would go to them! She called the Topper family and made an appointment to see them the following Wednesday evening at 7:30. When she arrived she found no one at home. In talking to one of the Topper children the next day, she discovered that the family usually went to the Indian center on Wednesday nights. She also found out that the Toppers were usually home on Thursday night.
>
> Thursday evening at 7:30, Mrs. Rust appeared at the Toppers' house with a sack of cookies in hand. She was treated with quiet but cold dignity. The family did enjoy the cookies and agreed that Mrs. Rust could come again in two weeks on Thursday evening. Mrs. Rust made four visits to the Toppers', and gradually a feeling of acceptance and trust was established. During the next month, Mr. and Mrs. Topper came to the school to visit Mrs. Rust on two occasions.

Establish trust.

Organize parent meetings.

> Mrs. Rust told them that she wanted to start a discussion group with the parents of Indian children and was having a problem in getting the Indian people to attend. By any chance, did the Toppers have an idea as to how to go about this? Mrs. Rust would also like for them to attend. Mr. and Mrs. Topper said they would get out their "tom tom telegraph" and see what they could do. Through Mrs. Rust's efforts, and with Mr. and Mrs. Toppers' help, they established a discussion group with seven different families represented -- families who prior to this experience had refused to respond to the school. This group became very involved in helping their children become interested in living and learning in a bi-cultural world. If any member missed a meeting, another member would call and let them know that they were missed and needed. The absent member usually showed up the next time.

Invite parents to social activities -- picnics, pot-lucks, etc.

Volunteering to work in the classroom is the first kind of activity that generally comes to mind in discussing parental involvement. However, not all parents are comfortable to begin their involvement by working directly with children in the classroom, so alternative ways must be considered. Such opportunities might include large group social activities: picnics, pot-luck dinners, a carnival, pie socials, etc.; small group activities -- Saturday afternoon roller-skating, soft ball, ceramics, sewing, swimming, bingo. These activities may include the entire family and school personnel, (Hoelstad, 1977).

Teacher needs to make a commitment to the worth of parent involvement.

Effective parent involvement does not come easy. It takes time and effort. Parent involvement is successful only when the teacher makes a definite commitment to the value and purposes of the involvement. The volunteer parent who is being used as a teacher's aide needs to have some instruction and clear guidelines as to the extent of the role of a teacher's aide. Without this the parent often feels used and has a poor experience. This may directly effect the child by instilling undesirable feelings about learning or about school. The parent also needs to know that the services he/she is offering are of direct value to the children and not to the teacher. Parent volunteers are interested in their children, not in merely lessening the load for the paid teacher.

Children's learning, achievement and values are nurtured at home by their parents, but many Indian adults have had limited contact with schools and may feel uncomfortable in dealing with them. The local school could be made into a Parent Involvement Center (Kroth and Scholl, 1978) or community school where Indian parents could:

- help establish that education is a partnership between home and school
- bring a variety of strengths and needs to this partnership
- come to learn
- come to observe
- come to discuss pertinent issues

Parent Involvement Centers or community schools serve the needs of local people over and above the daily education of children. In addition to filling a parental role, Indian parents could take on the management of different roles such as: singing in a group, dancing in a pattern dance class, and attending other types of classes.

Classes could be offered on a variety of topics: nutrition, fire safety, medical care, dental care, prenatal care, sex education, self-esteem, child management, various crafts other than Indian crafts, health care including dental care, and what to do for poisoning and accidents.

Provide after school and/or evening activities for youngsters as well as for the adults -- then families can come together. A key factor in attracting families is the availability of free child care.

The Preschool Educational Programs, Division of Compensatory Education, Sacramento, California distributed the ABC's of working with parents, courtesy of Betty Inman, 1963. The ABC's are as follows:

Accept parents as they are.
Change can only come when there is true acceptance of oneself; then the person can dare look at himself and change.

Be aware that school is only one factor influencing the family. Neighbors, in-laws, finances, housing, employers all have their impact on families.

Challenge the family by exposing them to the best information on child growth.

Do listen to what the parent is saying or asking, not always paying attention to the words, but the feelings behind them. "Has she been good today?" often means "Did she show you by her behavior that I'm a good parent?"

Expect to receive from the parents some of the "left-over feelings" which they had toward their previous teachers. May be friendly--May be hostile.

Find ways you can bridge home and school experience by encouraging parents to participate as they can.

Give advice sparingly. There are no right answers for every family, just suggestions which have worked for others.

Help parents find their own answers by supplying information or new ideas. "When does this happen?" "What else is going on?" "Have you thought about it?"

Increase your own understanding of children, the learning process, and family life.

Judge not!

Know your own resources and limitations for helping families.

Learn all you can about this particular family and what they are trying to do for their child. Have them list what they like about the child.

Make an effort to know the community resources for referral of families.

Never underestimate the individual's strengths and ability to help himself/herself.

Opportunities to help a family may come when one least expects it.

Pain and uncomfortableness will probably come along with growth and change. Tears may be expected. (Remember the painful, awkward process for the child to learn to walk. It usually hurt the observer more than the child who would get up and try again.)

Question your approach to parents to see if you are really giving them the opportunities to grow in their acceptance of responsibilities. Sometimes we are guilty of doing too much to make life easier for adults when it would be better for children to have their families carry out the responsibility.

Refer parents to community resources for pleasure as well as help for problems. Enrich family life by suggesting concerts, recreation, summer activities, and other services which may be new to the parents.

Show the parents that you like their child. Some parents have often gained a whole new concept of their child when someone else saw good in their child.

Time is needed for an adult to toss around a new idea just as children need time to manipulate with a new art media.

5.1 HOW DO PARENTS GET INVOLVED? (cont.)

Understand that there are some parents with whom you'll not be able to work with comfortably. If you can't help the parent then you certainly can give the child the best experiences at school that the child can have.

Vary your approaches to parents so that you will have something to give to each person.

Exchange ideas and methods with other professionals who work with parents.

Your liking the person with whom you work will be the real key to your success rather than any technique. You may become a personal friend of the family's, but you should maintain a professional relationship and show a genuine interest and concern. (The doctor cannot cure the illness if he catches it himself.)

Zest for living is contagious. This is what we teachers often get from being with children. Parents can get this from us, just by being around and by being involved in our programs and observing us.

5.1 HOW DO YOU GET PARENTS INVOLVED? (cont.)

Additional Suggestions:

Make plans to meet family at the Pow Wow, or at a restaurant.

Hold a social event and have a competition between parents and teachers.

Offer free meals for working in the cafeteria.

Promote community-wide involvement in school related activities:

- Honor shirt program
- Money raising projects
- Service projects (chili feed, cookies to elders, cut wood for elders)
- Field trips
- Community members assist in teacher orientation
- Community members give programs in classroom

Hold open house.

Elect Indian parents as officers of the PTA.

5.1.1 WHAT IS A SCHOOL PLAN FOR PARENTS?

Main Ideas	Specific Techniques and Information
The school plan should be brief and concise.	The school plan should encompass both parent support and parent involvement. Emphasis should be on parent support since all parents can be expected to give support but not all parents can be involved at school. It should be simple and easily understood, identifying clearly what parents can do at home or school to promote student achievement. Also, it is important that the school plan be brief and concise. This will facilitate understanding of what is being said and help teachers and parents to remember the scope of the message.
The staff should assume responsibility for the school plan.	Although the school plan must be acceptable to parents, the staff should assume responsibility for drafting the plan. It is important that ownership be shared by the whole staff. Ownership comes from involvement in a process of staff interaction. This interaction is critical and must not be circumvented.
	Parents could be asked to perform important tasks such as: 1. Assisting the handling of instructional materials. (duplicating, filing, locating sources, correcting, etc.) 2. Supervising students working independently. In the Academic Engaged Time, student time on task usually suffers greatly during independent seatwork due to lack of adult supervision. 3. Tutoring. Assisting students to correct skill deficiencies through tutoring can be effective if conducted properly. In particular, recent studies have shown that well-planned, structured tutoring is highly effective whereas informal tutoring has questionable value. This approach could be carried out largely by volunteer parents if the required training and supervision is provided.

Establish School Plan guidelines.

The School Plan should have the following guidelines:

- Clearly state what you want and expect parents to do. (spell it out -- use action words)
- Be realistic in terms of demands upon parent time. (keep it simple)
- Identify a variety of ways parents can help either at home or at school. (offer choices)
- Conceive the plan so that everyone can do something. (expect every parent to help)

5.2 HOW DO TEACHERS GET A POSITIVE RESPONSE FROM INDIAN PARENTS?

Main Ideas	Specific Techniques and Information
Show concern.	The teacher should show concern for the student and family which promotes understanding and helps establish good relationships. Indian parents must perceive the teacher as someone who wants to be there. Indian parents really appreciate the extra effort of going beyond the call of duty. Many Indian parents are forever testing the teacher. A sure way to pass the test is for the teacher to show concern for the student and family. Mrs. Jones had been unable to get the Parker parents to come in for conferences, to attend parent meetings, or to be involved with the school in any manner. Letters, notes, and telephone calls were unanswered. Mrs. Jones thought that perhaps previous school contacts may have been uncomfortable, or perhaps humiliating to the parents.
Invite parents to school for lunch.	Mrs. Jones decided to try a different approach. She invited the Parker family to have lunch with her on Thursday noon. She told them that the school cafeteria was having roast turkey, dressing, and gravy on Thursday, and she was sure they would enjoy coming to school and having lunch. The Parkers said they would be there. Mrs. Jones was able thereafter to set up coffee and cake time for conferences. The Parkers found that teachers and schools could be non-threatening, and showed up for conferences and parent meetings the rest of the year.
Be warm and friendly.	Teachers need to be warm, kind, friendly and accepting. They need to view Indian people not as stereotyped stoics but as people who are really great huggers, kissers, laughers and teasers, especially among themselves. However, when Indians feel comfortable with you, and respect you, they will accept you and form an emotional relationship with you.

5.2 HOW DO TEACHERS GET A POSITIVE RESPONSE FROM INDIAN PARENTS? (cont.)

Establish a friendly atmosphere. Show care and concern.

Use encouragement.

Mr. Martin was very happy to see the Johnson parents come to the general school meetings and to the parent meetings. However, he noticed that they did not verbally participate in any of the discussions. He wondered, "How come?" When called upon, all they said was "I don't know" or shrugged their shoulders. He decided to use a straightforward approach and asked them one night if they would see him alone in another room. They agreed. When asked why they didn't talk, they again remained quiet. Mr. Martin then asked these three questions: "Could it be that what was needed to be said was already said?", "Could it be that you feel that other people are not interested in what you have to say?" "Could it be that you think that what you have to say has no value and isn't worth listening to?" At this point they smiled and said "You really understand us, don't you?" Mr. Martin went on to say that he valued what they had to say, and he was sure others would as well. From then on the Johnsons answered when they were called on. Through encouragement from Mr. Martin, the Johnsons became more verbal and occasionally spoke out in the meetings.

Additional Suggestions:

Work on public relations:

Greet Indian people when you meet them on the street, in church, in the store, etc. Take time to visit. Don't be in a rush!

Send letters of encouragement home to parents and child.

Main Ideas

5.3 HOW DO TEACHERS HANDLE PARENT CONFERENCES?

Specific Techniques and Information

It is important for teachers to approach parent conferences in a manner that is beneficial to both school personnel and parents. Both teachers and parents may be reluctant to participate. They may have negative attitudes based on previous experiences with conferences which achieved nothing and/or promoted feelings of blame or guilt. Price and March (1985) give practical suggestions for planning and conducting parent conferences.

Plan the conference.

- o Planning the Conference
    - Select a format for the conference that will reduce anxiety and specifically identify the purpose of the meeting.
- o Conducting the Conference
    - Select a sight that is conducive to privacy, that is comfortable, and that has an informal seating arrangement.

Prepare for the conference.

    - Prepare materials ahead of time and arrange them in a logical order.

Be relaxed and comfortable.

    - Conduct the conference in a relaxed manner.

Listen to the parents.

    - Handle the conference in a straightforward manner. Listen carefully to the parents.
        - -- Take notes as necessary, reassuring the parents that is necessary to ensure the accuracy of important information.

Follow a format.

        - -- Follow format which should include:

Opening remarks
Introduction of all participants
State purpose of meeting
Communication of specific information
Opportunity for input from parents
Summary of conference and recommendations for follow-up activities

5.3 HOW DO TEACHERS HANDLE PARENT CONFERENCES? (cont.)

- o Terminating the Conference

Set specific time for conference to end.

  - Set a specific time and time limit for conference.
  - Follow format and/or agenda developed in advance.

Be sensitive to parents' needs and behavior.

  - Pay attention to the behavior of parents, noting signs of anxiety, fatigue or restlessness.
  - Stick to the issues targeted for the meeting.
  - Avoid over-discussion of issues. Try and reach closure on each issue.
  - Summarize the conference progress.

Plan for follow-up.

  - Plan for follow-up activities.

- o Following up on the Conference.
  - Teacher needs to reflect on the events of the conference.
  - File of conference format plan along with conference notes, comments and materials.

Prepare conference summary and send copy to parents.

  - Prepare a conference summary and send a copy to the parents.
  - Identify additional tasks resulting from the conference such as testing, communicating with other teachers/agencies, and securing additional materials.

5.3 HOW DO TEACHERS HANDLE PARENT CONFERENCES? (cont.)

Send information home explaining conferences process.

Sally Moore, fourth grade teacher, realized that the various Indian parents would be coming to parent-teacher conferences "cold." She decided they needed information in order to participate fully and meaningfully. She prepared a booklet that described in simple terms the purposes of the conference; defined terms such as: grade level, up to the child's potential, overambition, underachiever, etc.; and outlined the expected outcome of the conference. Miss Moore mailed the booklet to the parents two weeks prior to the scheduled conference date.

Hold parent, teacher, child conferences.

The advance preparation assisted the Indian parents in understanding the conference process and made them more comfortable. Mrs. Moore found that the parents participated fully and asked additional questions pertaining to academics and specific items on the report card as a direct result of her efforts in preparing the booklet. Items discussed included:

- method of student progress assessment
- what student has learned
- what student has not learned
- areas in which student needs additional help
- how the student stands in relation to the rest of the class
- how the parents can help their child

Additional Suggestions:

Set up conferences.

Invite parents to meetings.

Invite parents to observe their child in the classroom.

5.4 WHAT SHOULD TEACHERS KNOW ABOUT THE COMMUNITY SOCIAL STRUCTURE?

Main Ideas	Specific Techniques and Information
Investigate conventions regarding Indian customs and mores.	Identify differing conventions regarding the meeting of sexes. What is the protocol in the interchange between male and female?
Be aware of communication patterns.	Become aware of variations in daily rituals and such common social behavior as greetings--both verbal and physical.
	Be knowledgeable about the various social acts and amenities such as gift giving, visiting, marriage rites and funeral behavior.
Ask principal and other staff members about local customs.	Become aware of the way in which religious and particular holidays are observed.
	Recognize and understand the significance of tribal artifacts and symbols.
	Understand conventions regarding physical adornment.
Be aware of social customs.	Social customs vary from tribe to tribe. It behooves the teacher of Indian students to become aware of the local customs especially in personal and interpersonal relationships. In some tribes: o in-laws are shown courtesy but they usually do not talk to each other directly. They may use an intermediary to pass information. o men do not offer to help with household tasks. o wives are consulted on intimate family affairs. o dances having a common name may be performed differently in different places; i.e., the owl dance in Oklahoma may not be performed the same way that it is in Oregon.

5.4 WHAT SHOULD TEACHERS KNOW ABOUT THE COMMUNITY SOCIAL STRUCTURE? (cont.)

o pregnant women avoid staring at any unusual object or person.

o women may be bosses in their homes.

o the tone of voice is as important as the statement; i.e., wringing one's neck has no meaning.

o many young people may not stare into the eyes of an older person. Lowering of eyes may be a sign of respect.

o the woman may do most of the talking in a parent conference, if both parents are present.

o frightening youngsters is one way of disciplining them. Shunning may be the most effective.

o casual invitations should be taken seriously.

o what appears to be abuse and neglect may not be viewed in that manner by the Indian community.

Additional Suggestions:

Research with class and tribal elders traditional customs and modern changes.

Prepare with the tribal council and the students:

- A booklet on historic and contemporary aspects of the tribe(s).
- A tribal fact sheet including information on tribal leaders, economy, climate, political organization and major celebrations.

5.5 HOW DO TEACHERS BECOME INVOLVED IN THE INDIAN COMMUNITY IN AN APPROPRIATE MANNER?

Main Ideas	Specific Techniques and Information
Ask for input from parents. a. Cultural events/ festivals: - Hunting week - Camas root festival - Pow Wows - Salmon Bake - Trips to reservations Potlatch b. Religious events: - naming - funerals - Peyote meetings - Shaker meetings	As the teacher, you need to communicate with the parents to know when cultural, religious and special events are happening in the community so that you become an integrated member of their community. This awareness helps you to understand some of the reasons why Indian youngsters may be absent from class.
Attend community events.	The teacher should attend the activities in the Indian community. However the teacher must be aware of and respect ceremonies that are for tribal members only. It is important to integrate oneself into the community in a quiet, unobtrusive manner, accept the way things are, and not attempt to interfere in tribal matters or become a change agent in the community.

POINTS TO REMEMBER

PARENT AND COMMUNITY

1. Provisions are made for parents to visit the classroom.
2. Provisions are made to use parents as teacher aides.
3. The teacher sends home letters of encouragement.
4. The teacher is involved in community activities.

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